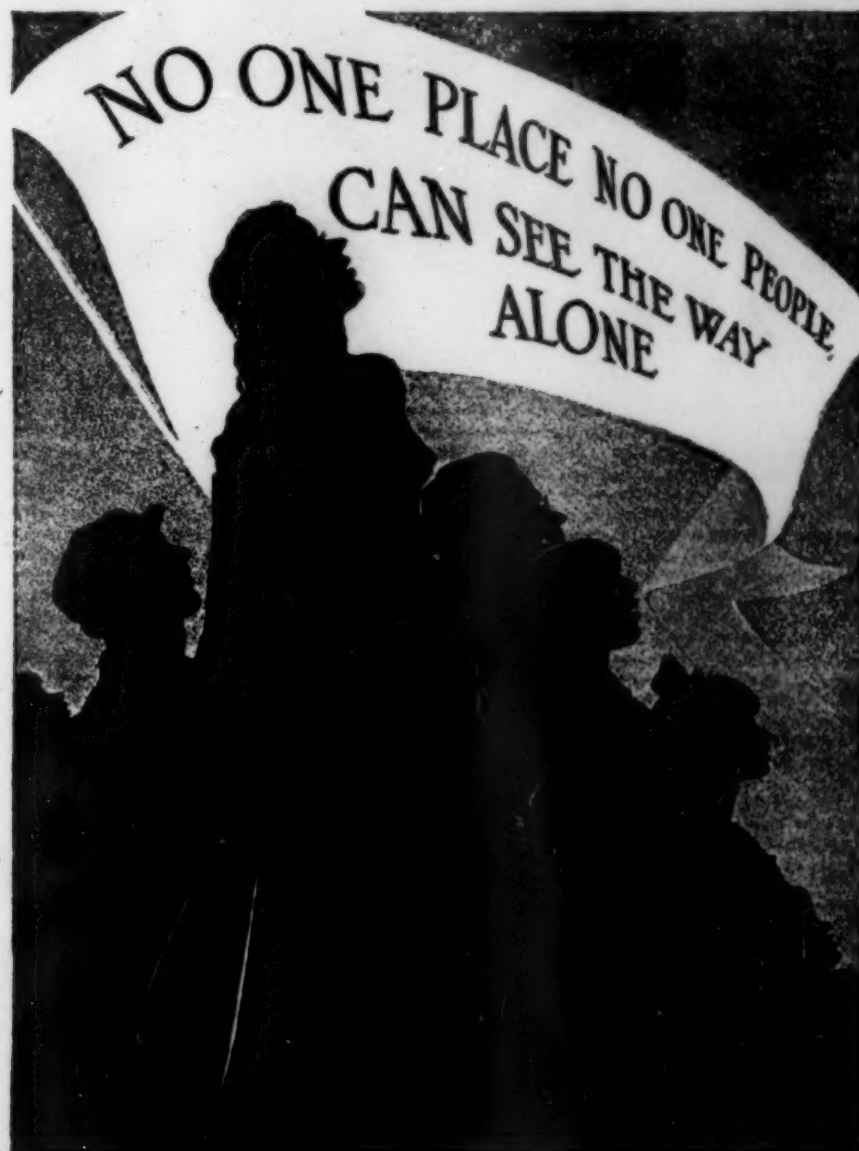


SCHOOL LIFE



May
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IN THIS ISSUE



For Youth's Sake • Student Employment • Planning School Buildings • Observation and Rating of Behavior Difficulties • Vocational Education in Review
CCC Camps Make Summer Plans • Preparing to Teach Exceptional Children

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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



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by MIRIAM TROOP, Moore Institute of Art, Science and Industry, Philadelphia, Pa.

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MAY 29 1937

For Youth's Sake



SURELY we owe to the next generation the kind of education that will release its fullest intellectual powers to grapple with the problems of its day.

Our own ideas and doctrines have not solved our own problems. They have not done so in any generation. But we only store up trouble for our children when we use our schools to pass on to the younger generation doctrines which may already be obsolete or doctrines which we can merely calculate will fit some future day. No

generation can see clearly the demands of the future.

I do not believe that youth should be indoctrinated with our own prejudices or our own hopes. Instead, I believe that youth should be taught how to think clearly; how to reason; how to weigh evidence; how to be constructively critical. This is the major task of education.

Young people thus trained should be better able to meet new situations, because they have learned not what to think but how to think; not what to believe but how to earn a belief; not what an answer is but how to find an answer. They will be prepared to build finer communities than we have built, if they are thus taught.

The very idea of "a finer community" suggests changes—improvements of the present over the past; improvements of the future over the present. The question mark boldly written across the horizon today concerns not whether change is coming but how it will come and what course it will take. Will the processes of democracy, of group decision, enable society to move forward in a peaceful way? The answer to that question depends largely upon how soundly we are able to strengthen the educational foundations of a democratic society. And for the sake of youth—home, school, and community should cooperate toward that goal.

J. H. Sturdenaker

Commissioner of Education.

Vocational Education in Review

EXPERIENCE has demonstrated that solutions to many problems which arise in connection with a publicly supported program of vocational education cannot be found by school administrators alone. A number of States are making effective use of both State and local advisory committees in setting up and conducting vocational education programs. These committees are composed of employers, employees, and educators.

States overmatch funds

Under the provisions of the Smith-Hughes Act, States receiving Federal grants for vocational education are required to match them dollar for dollar. During the first year in which the act was operative, 1918, the States as a whole contributed \$2.65 for every dollar of Federal money. This matching rate climbed steadily until it reached a peak in 1934, when \$3.06 of State and local money was contributed for every dollar of Federal money. Due to the depression period, the rate dropped and in 1935, the States contributed \$2.13 for every dollar of Federal money. Last year, however, the States increased their matching rate, contributing \$2.43 of State and local money for every dollar of Federal money allotted to them for vocational education.

Enrollments increase

The enrollment of 1,381,701 persons in vocational classes in agriculture, trade and industry, and home economics, reported by the States for 1936, represents an increase of 134,178 over the previous year. Of the total number enrolled, 391,168 were farmers, employed industrial workers, and homemakers receiving instruction in subjects relating to their daily employment; 334,513 were employed youth enrolled in part-time classes; and 656,020 were youth enrolled in full-time classes, preparing for employment in agricultural, trade and industrial, and homemaking pursuits.

Agricultural education

For the fourth successive year, an exceptional load has been placed on teachers of vocational agriculture in

C. M. Arthur, Research Specialist, Vocational Education Division, Office of Education, Reviews Services of That Division and Presents Statements From Chiefs



J. C. Wright, Assistant Commissioner for Vocational Education,

"The growth of the vocational education program is measured not only by enrollments but by its effectiveness in fitting the individual for work, in the factory, in the office, on the farm, and in the home."—J. C. WRIGHT, *Assistant Commissioner for Vocational Education.*

acquainting farmers with recovery programs promulgated by recovery organizations, and in helping them to adjust their farming operations to meet new economic and social conditions.

The greatest expansion ever recorded in part-time instruction for out-of-school farm youth, 16 to 25 years of age, in agriculture and such related subjects as economics, civics, and sociology, took place in the States last year.

The resignation of many well-trained and experienced agricultural teachers who have accepted higher-salaried positions in emergency and recovery agencies

has created a difficult replacement situation in many States.

A glance at the reports from the States in the four regions—North Atlantic, Central, Pacific, and Southern—shows that commendable progress has been made during the year in activities included in the vocational agriculture program.

Among the outstanding developments in these regions are: Adoption by many agricultural teachers of the cross-section program under which instruction in major farming enterprises is distributed through the 4-year course; focusing attention upon the supervised farm practice program of students as the nucleus for permanent farm business; formulation of plans for placing vocational agriculture graduates; development of a consciousness among agricultural graduates of a need for continuation training after they have left school, to meet specialized problems in their farming operations; expansion of "live-at-home" instruction programs for both whites and Negroes; development of self-sufficient community programs under Works Progress Administration education funds, involving the organization of cooperative associations, canning centers, sawmills, curing houses, and forums.

F.F.A. and N.F.A. activities

The farm and community improvement projects, thrift banks, public-speaking contests, pest-control programs, and various other projects carried on by the local chapters of the Future Farmers of America and its counterpart, the New Farmers of America, composed of Negro vocational agriculture students, have done much during the year to advance the cause of agriculture and to focus attention upon the effectiveness of vocational agriculture departments.

Trade and industrial education

Continued efforts have been made by the States during the year to provide training for those whose vocational skill

has been outmoded, to qualify them for existing jobs, and to keep employed workers up to date in their vocations.



"Reports from many of the States describe curriculum revision programs now under way to insure an adequate instructional program in homemaking." FLORENCE FALLGATTER, Chief, Home Economics Education Service.

There was a material increase during the year in the enrollment in technical vocational courses set up to prepare young persons as assistant technicians in the textile industries concerned with the dyeing and designing of fabrics, the steel and aluminum industries, testing laboratories, and the drafting departments of engineering offices. Greater use has been made of surveys to determine the need for vocational training in a community. Vocational training courses in handicrafts have increased; there has been an increased emphasis on the use of coordinators in an effort to bring about a greater interest and participation on the part of employers and workers in the development and operation of vocational programs; an expansion in apprentice training and in training programs for foremen, supervisors, and department heads is evident; greater emphasis has been placed



"High-school retail selling classes are making a comparatively small contribution at the present time toward preparing boys and girls for distributive occupations."—E. W. BARNHART, Chief, Commercial Education Service.

upon cooperative part-time apprentice training; and there has been an increased interest in trade and industrial programs for girls and women, including girls preparing for wage earning, women out of work or about to be dropped from employment, and women who have never worked before but who have been driven to it through economic necessity.

Considerable advance has been made, also, in trade and industrial education

programs in Hawaii, Puerto Rico, and Alaska.

Home economics education

To meet the changing needs in the field of homemaking the curricula in home economics teacher-training institutions have been undergoing revision during the year. Increasing emphasis has been centered upon family and personal finance, consumer-buying, housing, safety in the home, and family relationships.

Large numbers of home economics teachers resigned to accept higher salaries in recovery organizations. The resulting shortage has made it necessary to employ teachers with limited experience and provisional certificates, and to provide in a



"The number of disabled persons rehabilitated during the past few years has varied in consistent ratio with the amount of funds available for expenditure for rehabilitation purposes."—J. A. KRATZ, Chief, Vocational Rehabilitation Service.

variety of ways for giving them additional training in service.

A special program for training itinerant teacher trainers in home economics education for Negroes was set up during the year in anticipation of a demand which is expected to develop when the George-Deen Act becomes operative July 1.

Other developments in home economics reported in the States were: Exchange classes in agriculture and home economics combined and in home economics alone, for boys; changes in curricula to meet changing conditions; an expansion in adult homemaking programs; and improvement in methods of preservice training for teachers.

Commercial education

In reports from the States special attention is directed to the tendency to train a

greater number of persons in shorthand and bookkeeping courses than can be absorbed in industrial and business establishments.

Greater attention than heretofore is being given to instruction in salesmanship. However, the total enrollment in schools



"A demand for more than 3,000 new departments of vocational agriculture in high schools has resulted in a shortage of teachers qualified to staff these departments."—J. A. LINKE, Chief, Agricultural Education Service.

offering instruction in salesmanship (28,000) is comparatively small, when it is considered that 100,000 to 150,000 persons of high-school age are absorbed each year into sales occupations.

Interest in high-school courses preparing for store employment is growing. Federal funds authorized under the George-Deen Act, passed by Congress in 1936, will enable State boards to provide more adequate training than has been possible for those engaged in retailing and other distributive businesses.

Vocational rehabilitation

Cooperative vocational rehabilitation programs organized under the terms of the Federal Act of 1920 are now in operation in 45 States, the District of Columbia, the Territory of Hawaii, and the Island of Puerto Rico. Vocational rehabilitation legislation is now being considered by the legislatures of the three States—Delaware,



"The country as a whole suffers from an oversupply of people who attempt to enter occupations for which they have not been adequately trained and in which they cannot do satisfactory work."—FRANK CUSHMAN, Chief, Trade and Industrial Education Service.

Kansas, and Vermont—which have not yet accepted the provisions of the Federal Act.

During 1936, 10,338 persons disabled through accident, sickness, or congenital causes were vocationally rehabilitated and placed in suitable employment. State reports show further, also, that at the

[Concluded on page 271]

New Government Aids for Teachers

★ Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.

GLIMPSES of Historical Areas East of the Mississippi River Administered by the National Park Service, an illustrated handbook, which may be used in history and geography classes, is to be had free of charge by writing to the National Park Service, Washington, D. C. The publication is divided into six parts, namely: The Colonial Period, the Revolution, the Early Republic, the War between the States, the Recent Era, and Historical Areas in the District of Columbia, such as the Washington Monument, Lincoln Memorial, the house where Lincoln died, etc. Among the many illustrations is Wakefield House, George Washington's Birthplace. Six full-page sectional road maps covering the whole territory are also included.

The report to the President of the Great Plains Committee on *The Future of the Great Plains* can now be had by sending 40 cents to the Superintendent of Documents, Washington, D. C. The data included is presented under the following three major headings: General Physical Characteristics of the Area, Use and Misuse of Lands and Water, and Program of Readjustment and Development.

The *Tennessee Valley Authority, 1933-37* tells of the parts played by navigation and flood control, electricity, plant foods and conservation, national defense, and resources, in the unified development of the Tennessee River system. Ask TVA for a free copy.

Accomplishments of the Housing Division of the PWA and a chapter in the definitive history of American housing are given in *Urban Housing*, Bulletin No. 2. (20 cents.)

In *Public Works Administration—The First Three Years* is to be found the following statement: On measuring PWA's contribution to education in terms of dollars, approximately three-quarters of all school construction in the 3 years starting in 1933 has been financed by it and carried out under its auspices. Thirty thousand classrooms have been added through its construction program, and new accommodations for more than a million pupils provided. The program



Wakefield, George Washington's birthplace.

provided for the construction of more than 4,000 educational buildings, for the repair and rehabilitation of 1,000 additional structures. A half billion dollars in school construction has proceeded under PWA auspices. A post card addressed to PWA headquarters, Washington, D. C., will bring you a free copy of this bulletin.

State Planning Programs and Accomplishments, a report of the National Resources Committee, reviews activities of 48 State planning boards in completing inventories of State resources and laying the groundwork for long-range development programs. Contains a bibliography of State regional planning publications and statements by each of the planning agencies prepared by the boards themselves following a general outline suggested by the State research staff in the Washington office of the National Resources Committee.

In addition to the publication on the Constitution mentioned on page 166 of

SCHOOL LIFE for February, the following reference material on the Constitution has been published by the United States Constitution Sesquicentennial Commission, Washington:

Commission's Book—The Story of the Constitution (192 pages) is a valuable source of information upon all subjects relating to the formation of the Constitution, including facts pertaining to its formation and meaning; literal texts of the Constitution, of the Declaration of Independence, and of Washington's Farewell Address; portraits and sketches of the signers of the Constitution and of the Chief Justices; tables of ratification, admissions, and of amendments; alphabetical analysis; national growth and changes (with maps); history of the Great Seal; and questions and answers pertaining to the Constitution. Paper-covered book, 10 cents a single copy; 15 cents when mailed in cardboard carton. Orders of 10 or more for schools, 10 cents a single copy.

[Concluded on page 272]

Observation and Rating of Behavior Difficulties

THE DEVELOPMENT of growing personalities of children may be studied by observing their social behavior. In the schoolroom there appear different types of behavior difficulties, some of which have a greater bearing than others on the future development of the children.

The findings of several research studies indicate that teachers are impressed with behavior difficulties which interrupt the work of the class or the smooth functioning of the school, but are not so concerned with social traits which are symptomatic of serious maladjustment to life in general. For example, a pupil who reacts vigorously to the infringement of his assumed personal rights, so that he often gets into argument and sometimes into physical combat, is likely to be judged by his teacher as behaving more abnormally than the pupil who plays by himself and reacts very feebly to class discussion and socializing projects.

Teachers are often judged primarily by the degree of discipline maintained. Discipline is considered by many administrators to be a sort of prerequisite to learning. Furthermore, since noise and trouble in the classroom are easily discernible, they loom large in estimating teaching efficiency. Thus teachers have been impelled by the type of efficiency demanded of them by their superiors to pay attention to the behavior which disrupts quiet, dignified schoolroom procedure and orderly playground activities.

Another factor influencing this situation is the size of class. Teachers are impressed with the behavior traits which interfere with the smooth functioning of the school, not alone because of the attitude of administrators, but also because classes are large and there is little time to devote to the individual pupil apart from the regular class work and the individual pupil behavior which seems to detract from it.

Wickman study

The first study of importance relating to the attitudes of teachers towards behavior difficulties of pupils was made by

David Segel, Senior Specialist in Tests and Measurements, Suggests Possible Means of Assisting Teachers in Dealing With Maladjustment Problems

Wickman.¹ He asked two groups—teachers and mental hygienists—to estimate the seriousness of some 50 behavior traits found in children. He asked the teachers, “How serious (or undesirable) is this behavior in any child?” and “To what extent does it make him a difficult child?” The teachers in their answers emphasized as most serious such behavior as untruthfulness, cruelty and bullying, cheating, talking to other pupils in class, impertinence, and truancy.

The mental hygienists, on the other hand, were asked, “What is your professional opinion of the seriousness or importance of this behavior when occurring in any school child with regard to its future effect in limiting his or her happiness, success, and general welfare after leaving school and on entering adult social and industrial life?” The traits noted as highly undesirable by them were such as: Unhappiness and depression, unsocial attitudes, withdrawal, suggestibility, resentfulness, fearfulness, overcritical attitude, suspiciousness, and restlessness. The difference in the types of traits noted as significant by teachers and by mental hygienists lay mainly in the fact that teachers emphasized traits which operated against the normal functioning of the school, whereas the mental hygienists emphasized those traits which research and experience in the field of child psychology have shown to be the most serious for the general adjustment of pupils to life.

Wickman's study was deliberately aimed at getting the response of the teacher to her immediate situation as opposed to the professional opinion of mental hygienists, of the effect of traits on the individual's future. The results of his study have been supported by the results of other similar or related studies

¹ Wickman, E. K. *Children's Behavior and Teachers' Attitudes*. Commonwealth Fund, New York, 1928.

made more recently.² It seems, according to their findings, that teachers are likely to look at behavior problems or social traits in children from the standpoint of the practical instructional situation in which they are placed.

That the school recognizes, however, the seriousness of other types of behavior difficulties is shown by the growth of extra services of the school, such as the special class, the child guidance clinic, and counseling programs. These services have been introduced to correct maladjustments which teachers too busy with their regular classes cannot take care of, but which persons especially trained to look for fundamental causes of maladjustment and who are not faced with the immediate class situation can handle. However, with the center of interest in education passing from subject matter to the child, it seems logical that teachers should increasingly become conscious of the relative importance of children's behavior traits, be prepared to recognize serious symptoms, and know something of the possibilities for treating the conditions found.

Ellis and Miller study

Pertinent to this problem is the study

² Laycock, S. R. *Teacher Reaction to Maladjustment of School Children*. *British Journal of Educational Psychology*, 4: 11-20. (1934.)

Yourman, J. *Children Identified by Their Teachers as Problems*. *Journal of Educational Sociology*, 8: 334-43. (1932.)

MacClenathan, R. H. *Teachers and Parents Study Children's Behaviors*. *Journal of Educational Sociology*, 7: 325-33. (1934.)

McClure, W. E. *Characteristics of Problem Children Based on Judgments of Teachers*. *Journal of Juvenile Research*, 13: 124-40. (1929.)

Boynton, Paul L. and McGaw, Bonnie H. *The Characteristics of Problem Children*. *Journal of Juvenile Research*, 18: 215-22. (1934.)

Houtchens, H. Max. *Teachers' Judgments of Pupil Adjustment*. *Journal of Educational Psychology*, 27: 672-76. (1936.)

by Ellis and Miller,³ who attempted to find out if teachers realized that behavior difficulties or traits other than those which they are compelled to face in the classroom might be important. They asked the teachers concerning the same set of traits used by Wickman the question, "How much will the possession of this trait by a child handicap him in his future development and adjustment as an adult?" With the question worded to bring out this more remote end, it was discovered that teachers were in somewhat greater agreement with the mental hygienists than Wickman had found. Yet although the study showed that teachers are aware of undesirable traits in children that may not make the child difficult from the point of view of the classroom, it also showed that teachers are still far from being in complete agreement with Wickman's mental hygienists as to ratings given specific traits. They apparently need to know more about the significance of various behavior traits; they need experience in the observation of behavior so that the more undesirable traits may be recognized; and they need training in the treatment of pupils presenting specific behavior difficulties.

The training in regard to the first of these factors can be secured in many teachers colleges and universities—either in regular classes or in extension classes. The training in the recognition and treatment of behavior difficulties can be attained by teachers on the job, if they are willing to make the effort. It is the purpose of the rest of this article to point out some guideposts in the observation of pupils to determine significant behavior traits.

Greatest weakness

It has been found that merely to ask for a rating on quite general behavior traits, such as cooperation, loyalty, honesty, truthfulness, and leadership, without defining them in greater detail, produces poor results. The greatest weakness of such a simple scheme lies in the fact that the different traits are not isolated from one another in the rating process. If a teacher rates a pupil high in one trait, she is very likely to rate him high in the other traits also. In other words, the discriminative value of such a simple rating device is low.

Better results are secured when the traits being rated are defined on a scale of values such as in the Haggerty-Olson-Wickman Behavior Scales.⁴ Here the

³ Ellis, D. B. and Miller, L. W. Teachers' Attitudes and Child Behavior Problems. *Journal of Educational Psychology*, 27: 501-11. (October 1936.)

⁴ Published by the World Book Co., Yonkers, N. Y., 1930.

rater is asked, for example, in regard to leadership, to rate on a scale as follows:

C. Does he get others to do what he wishes?

Probably unable to lead his fellows.

Lets others take lead.

Sometimes leads in minor affairs.

Sometimes leads in important affairs.

Displays marked ability to lead his fellows; makes things go.

The Maller Inventory of Social and Personal Adjustment⁵ and the New York Rating Scale for School Habits⁶ have a similar arrangement. For example, the Maller scale for leadership is arranged as follows:

Leadership

1. Never leads in social activity.
2. Occasionally acts as leader.
3. Is a born leader, has a high degree of initiative.

For teachers in school systems having limited facilities for checking on behavior, this type of rating can be recommended. The more closely a child's behavior has been observed, the better the resulting estimations will be, yet this plan does not itself call for the actual recording of specific behavior. Estimations may be made at any stated time and represent the total general impression regarding the trait. Many teachers and school administrators can make provision for such ratings.

Winnetka scale

A still more detailed-scheme for the observation and rating of pupils' behavior is illustrated by the Winnetka Scale of Rating School Behavior and Attitudes⁷ developed by Dorothy Van Alstyne. It provides for the rating of such traits as cooperation, social consciousness, emotional security, leadership, and responsibility; but it does this not through any general ratings of these traits nor even through mere descriptions of specific situations involving them, but through furnishing a foundation for a record made from observations of children's reactions in particular situations. For example, the leadership scale is divided as follows:

Situation VIII. When in an organized group with teacher present

Score values

- 10 Is able to lead a group without being nervous or embarrassed.
- 8 Leads group in spite of being nervous or embarrassed.

⁵ Published by the author, J. B. Maller, Teachers College, Columbia University, New York City.

⁶ Published by the World Book Co., Yonkers, N. Y.

⁷ Published by the Winnetka Educational Press, Horace Mann School, Winnetka, Ill.

Score values

- 7 Leads small group.
- 6 Does not lead group but is confident in dealing with individuals.
- 3 Tends to be shy with adults but not with children.
- 2 Tends to be shy with children but not with adults.
- 2 Is shy with both children and adults.

Situation IX. When child has opportunity to take responsibility for a group task

- 10 Directs task and carries it to completion for group benefit.
- 9 Takes responsibility for a task without being reminded.
- 7 Takes task but does not complete it.
- 6 Takes responsibility for a task only when especially asked by the teacher.
- 4 Takes responsibility for a task only when special interest is involved.
- 3 Rarely wants to take charge of task.
- 2 Cannot take responsibility for a group task.

Situation X. When in a social situation which allows for initiative

- 10 Can organize and lead large group.
- 9 Can organize and lead small group.
- 6 Can lead another child.
- 5 Takes good care of self but does not attempt to lead others.
- 3 Does not like to have others take the lead and clings to own ideas.
- 3 Bothers other children or bosses them.
- 2 Allows other child to boss him in a way that is harmful to himself or others.
- 2 Shows cruel tendencies, such as bullying (bossing weaker child), ridiculing, etc.
- 1 Plays alone.
- 1 Shows no social initiative.

Other rating schedules

If a teacher follows the suggestions of such outlines of rating not only is she able to recognize and record observations of behavior and get a reasonably accurate rating, but she finds also in such analyses an indication of the type of behavior which is considered significant. Moreover, the more a teacher practices observation of behavior, the more expert will she become in making diagnoses of children's difficulties.

There are other behavior rating schedules which are incorporated with more extensive records concerning the pupil's home life, his educational success, and other items.⁸ Some of these give suggestions for correlating the findings regarding behavior with the other evidence concerning the pupil and point out the types of remedial activities which will aid in solving the problem.

⁸ Detroit Scale of Behavior Factors. Macmillan Co., New York. Case Study Record. Part B, The Diagnosis of Pupil Maladjustment. Edward Bros., Ann Arbor, Mich.

Comprehensive Individual History. Psychological Corporation, New York City.

Diagnostic Child Study Record. Psycho-Educational Clinic, Northwestern University, Evanston, Ill.

Preparing to Teach Exceptional Children

STUDENTS in education are asking with increasing frequency where they can secure the necessary preparation to teach physically or mentally handicapped children. Both teachers in service and teachers in prospect are being challenged by the opportunities at hand for helping children who need specialized techniques or special curricular provisions. But where shall they go to study? What courses shall they take? How can they best fit themselves for the work? The average person cannot give efficient service in the field of special education on the basis of a general preparatory course taken in a normal school or teachers college. As he is to give specialized training, so he himself must first receive specialized training, in order that he may satisfactorily meet the needs of the children entrusted to his care.

To make available to all interested persons the information concerning existing opportunities for study of this kind, several investigations have been carried on and reported during the past 10 years. The most recent one was undertaken by the Office of Education in 1936 as a part of a cooperative project in research in universities, financed by the Works Progress Administration. The accompanying table gives in a nutshell the essential findings, which constitute a clear indication of the extent to which universities and colleges recognize the importance of this type of preparation. They may also be suggestive to those who are looking for a suitable training school.

A large number of institutions—far more than are here listed—offer a few isolated courses of a general nature dealing with one or more groups of exceptional children. It seems timely, however, to make a distinction between such institutions and those in which there is a division of special education or provision for an integrated curriculum organized especially for training teachers in this field. Individual courses in the "education and psychology of exceptional children", in "mental hygiene of the school child", or in "juvenile delinquen-

Elise H. Martens, Senior Specialist in Education of Exceptional Children, Presents Data on Preparation to Teach Physically or Mentally Handicapped Children

Institutions offering a teacher-training curriculum for one or more groups of exceptional children

X=curriculum or unit of courses. C=single courses.

State and institution	Blind, partially seeing	Crippled	Deaf, hard of hearing	Delicate	Mentally handicapped	Mentally gifted	Socially maladjusted	Speech defective
1	2	3	4	5	6	7	8	9
California:								
San Francisco State College, San Francisco.....			X					
State School for the Deaf, Berkeley.....			X					
University of California, Berkeley.....					C			X
University of Southern California, Los Angeles.....			C		C		C	X
Connecticut:								
State Normal School, New Haven.....					X		C	
District of Columbia:								
Catholic University of America, Washington.....							X	
Gallaudet College, Washington.....			X					
Georgia:								
University of Georgia, Athens.....							X	
Illinois:								
Northwestern University, Evanston.....					C		X	X
University of Chicago, Chicago.....							X	
Iowa:								
Iowa State Teachers College, Cedar Falls.....					X		C	C
University of Iowa, Iowa City.....					C		C	X
Kansas:								
University of Wichita, Wichita.....								X
Maryland:								
Johns Hopkins University, Baltimore.....	C	X	X	X	X		C	C
Massachusetts:								
Boston University, Boston.....					C	C	X	
Clarke School for the Deaf, Northampton.....			X					
Smith College, Northampton.....			X				C	
Harvard University, Cambridge.....	X							
Perkins Institution and Massachusetts School for the Blind, Watertown.....	X							
State Teachers College, Salem.....			X		X			
Michigan:								
Lewis Institute, Detroit.....								X
Michigan School for the Blind, Lansing.....	X							
Michigan School for the Deaf, Flint.....			X					
Michigan State Normal College, Ypsilanti.....	X	X	X	X	X		X	X
Wayne University, Detroit.....	X	X	X	X	X		X	X
Western State Teachers College, Kalamazoo.....					X	C	C	C
Minnesota:								
University of Minnesota, Minneapolis.....					X	C	C	X
Missouri:								
Central Institute for the Deaf, St. Louis.....			X					X
Washington University, St. Louis.....			X					X
Nebraska:								
University of Nebraska, Lincoln.....					C	C		X
New York:								
College of the City of New York, New York.....					C		X	X
Ithaca College, Ithaca.....								X
Lexington School for the Deaf, New York.....			X					
New York Institute for the Education of the Blind, New York.....	X							
Teachers College, Columbia University, New York.....	X	X	X	X	X	C	X	X
New York University, New York.....		X	X	X	X	X	X	X
Rome State School, Rome.....					X			
State Normal School, Genesee.....					X		C	

State and institution	Blind, partially seeing	Crippled	Deaf, hard of hearing	Delicate	Mentally handicapped	Mentally gifted	Socially maladjusted	Speech defective
1	2	3	4	5	6	7	8	9
New York—Continued.								
Syracuse State School, Syracuse					¹ X			
Syracuse University, Syracuse					¹ X		C	X
University of Buffalo, Buffalo					¹ X		C	
North Carolina:								
North Carolina School for the Deaf, Morganton			X					
Ohio:								
Ohio State University, Columbus			X		X		X	C
Ohio University, Athens					X		C	
University of Cincinnati, Cincinnati	¹² X						C	
Western Reserve University, Cleveland	¹² X						C	
Pennsylvania:								
Geneva College, Beaver Falls					¹ X			
Pennsylvania State College, State College					¹ X			
State Teachers College, California					¹ X			
Temple University, Philadelphia		C			X	C		
University of Pennsylvania, Philadelphia					X	X	C	X
University of Pittsburgh, Pittsburgh					¹ X		C	
Western Pennsylvania School for the Deaf, Edgewood, Pittsburgh			X					
South Dakota:								
South Dakota School for the Deaf, Sioux Falls			X					
Tennessee:								
George Peabody College for Teachers, Nashville	¹² X					C	C	
Tennessee School for the Blind, Nashville	¹² X							
Utah:								
University of Utah, Salt Lake City					C		C	X
Washington:								
University of Washington, Seattle								X
Wisconsin:								
State Teachers College, Milwaukee			X		X		C	X
University of Wisconsin, Madison							C	X

¹ In summer session only. ² For blind only. ³ For partially seeing only.

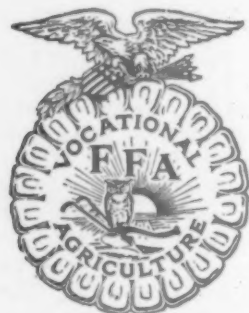
ey" serve an excellent purpose in that they help to orient the teacher of regular classes in the problems of special education which he is likely to meet in the

classroom. Taken alone, however, they can scarcely be said to prepare him to teach exceptional children in a special class. They constitute only the founda-

tion upon which a full curriculum can be built.

It is for this reason that the institutions included in the table are limited to those offering a curriculum or an organized sequence of courses in preparation for teaching at least one type of exceptional children, either handicapped or gifted. Many, as will be noted, go beyond this minimum, and consider several types of children in their training programs. If, in addition to such organized curricula, any institution offers single courses relating to other groups of exceptional children, these also are indicated in the table. In some cases a cooperative relationship has been established between a collegiate institution and a nearby residential school for the deaf or the blind, through which both have a part in the same teacher-training program.

All data were compiled on the basis of information drawn from the school catalogs of 1936. Since college programs change to some extent from year to year, especially for the summer session, any one using this table for purposes of making selection of a training school should check the data against the most recent catalog of the institution and should make personal inquiry before making final arrangements to enroll in the institution of his choice.



F. F. A. News Bulletin

FLORIDA

A new F. F. A. camp located at O'Leno on the Santa Fe River between Lake City and Gainesville has been secured. In addition to the beautiful camp site there is a large combination dining and recreation hall, 14 cabins for boys, 3 for leaders, and 1 which serves as a hospital cabin. All buildings are of logs with cracks cemented, and all are screened. Lights and water are furnished. The use of this camp by the F. F. A. was made possible through the Florida Forest Service.

KANSAS

Members of the Clay Center Chapter believe in studying the programs and

methods of outstanding individuals. A trip was made recently by this group to the home of Paul Leck near Washington and Wilbert Duitsman living near Linn, Kans. Both Paul and Wilbert hold the degree of American Farmer and Paul was Star Farmer of America for 1935. The purpose of the trip was to get ideas on developing individual farming programs.

OKLAHOMA

Dividing their chapter into senior and junior groups, the Ames F. F. A. Chapter has two thrift banks. The purpose behind this chapter activity is threefold: To form habits of regular savings; to acquaint members with the work and responsibilities of a financial organization; and to create a feeling of self-respect which grows out of created savings.

MISSISSIPPI

A recent report from the Bayou State shows 130 local chapters which is an increase of 16 over last year. The Mississippi Association has over 1,200 members.

MISSOURI

Recent reports from the Bolivar Chapter, as set forth in their chapter publication, "The Future Farmer News", indicate that the members are "on their toes." Joint meetings were held about the

first of the year with the dairymen of the county to discuss a community program. According to a survey made the average production per cow in Polk County is only 150 pounds of butterfat per year. This situation revealed the need for a testing program and the Bolivar boys proposed a testing plan to which herd owners agreed. The records kept will provide teaching material for classes.

WYOMING

The "Chief Washakie" Chapter at Worland found it necessary to remodel their farm shop building so as to provide space for a classroom. The agricultural room in the high-school building became too small for the group and was also needed for other classes. This change places the entire department under one roof.

OHIO

The Marietta Chapter represented the Ohio Association on a recent National F. F. A. radio broadcast from Washington, D. C. Oren Gum and Wilson Dennis took the parts of "Joe" and "Jack" in the landscaping skit entitled "The Family Digs In." H. B. Van DerPoel, their instructor, took the part of "Mr. Harvey" in the same production.

W. A. Ross

Alexandria School a Landmark

ONE of the landmarks of old Alexandria, Va., pointed out to visitors who pass through the town, is the former home of Gen. Robert E. Lee, on Oronoco Street. None the less interesting is the brick dwelling next door, in which Professor Hallowell, a Quaker, in the early part of the nineteenth century organized his boarding school for boys.

In an old book shop in Washington there recently turned up an early lithograph of Professor Hallowell's school, not, it is true, the one on Oronoco Street, where the school was started, but the one on Washington Street, where the school was conducted for many years.

It was in the latter part of 1824, just at the time of General Lafayette's well-remembered visit to Alexandria, that Benjamin Hallowell, at the age of 25, left the Westtown Boarding School, near Philadelphia, where he had taught for 3 years, and came to Alexandria, then a part of the District of Columbia, to make a home for himself and to start a boarding school for boys. It was shortly thereafter, in the house still standing at 609 Oronoco Street, that Robert E. Lee came to him for instruction in mathematics in preparation for entrance into the United States Military Academy. This school, started so inauspiciously, with but a handful of boys, was destined to become well-known throughout the States for its success in preparing young men for West Point.

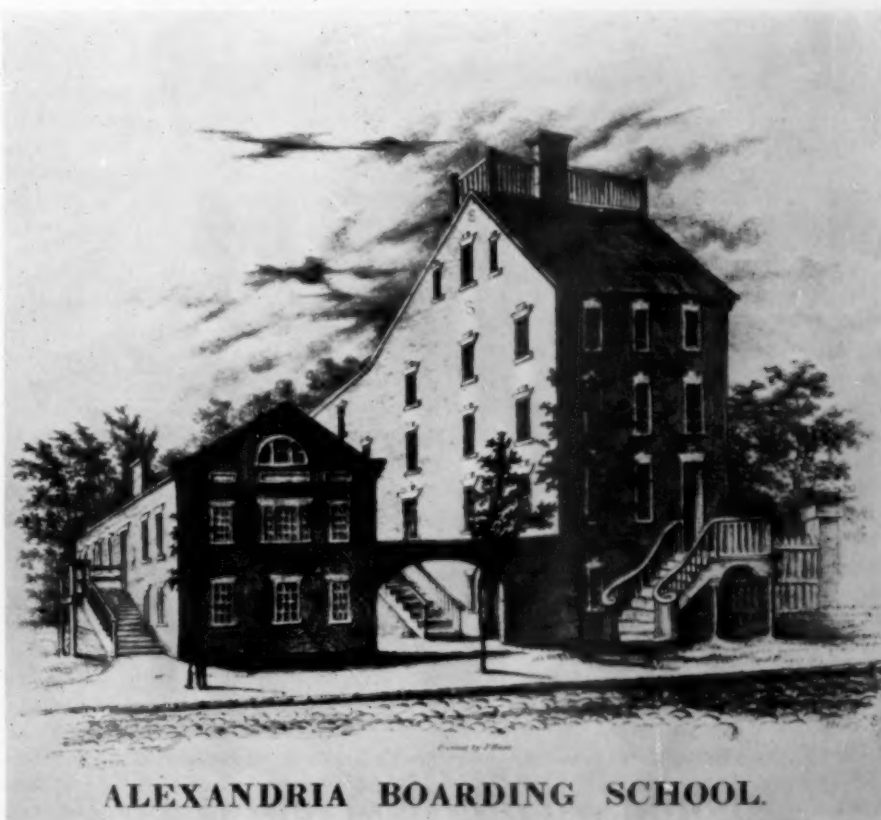
It was not in the Oronoco Street house, however, that the school grew and flourished, for the spring of 1826 found Professor Hallowell becoming dissatisfied with the location of the school and he decided to move it to a more suitable part of town.

House still stands

From a good friend, Mrs. Elizabeth Y. Hooe, he rented a house on the southwest corner of Washington and Queen Streets and here the school was conducted for several years. This house, first known as the Hooe house and later as the Lloyd home, is still standing, a lovely old residence facing Alexandria's main thoroughfare.

During the years that Professor Hallowell rented this home, so prosperous did

Edith A. Wright, Assistant in Research Bibliography, Office of Education Library, Presents Sketch of Famous Old School



A rare view of Benjamin Hallowell's School in Alexandria as it appeared in 1834 at the height of its popularity.

the school become, that it was necessary in 1830 to rent a tobacco warehouse on Washington Street, just south of his home, to be used as a schoolhouse. In 1832, the Hooe property was put up for sale and the house which Benjamin Hallowell had rented on the corner of Washington and Queen Streets passed into the hands of John Lloyd. This greatly inconvenienced the professor just at the time when the school was beginning to flourish. Steps had to be taken immediately in order to continue the school. There was a sugar house at that time also on Washington Street, south of the old Hooe house, which was bought by Professor Hallowell and

remodeled for a school and boarding house. This, together with the tobacco warehouse, purchased at the same time, was sufficient to meet the needs of the school, and the move was made from the Hooe house in 1833. The tobacco warehouse and the sugar house, having long since passed from view, the accompanying picture, reproduced from the recently discovered contemporary lithograph, dated 1834, is of more than passing interest.

Lithograph important

The lithograph itself is of importance, as it is one of the earliest views, known to exist, of the Hallowell School. A later

picture from a pen and ink sketch by Professor Hallowell himself, shows the school as it appeared in 1847 after an observatory had been added. Another interest attaches to the lithograph as it is signed by Henry Stone, who in the 1820's was located in Washington, D. C., and was one of the earliest lithographers in America.

It was in these buildings, much as they are here portrayed, that the school was continued for many years. The school itself passed out of the Hallowell family in 1859, and later the buildings were torn down. But in the early days of its existence it gained an enviable reputation as a high class school for boys. The course of instruction set forth in the circular of August 1834 bears testimony to the higher branches of learning offered. "In this institution," says the circular, "are taught, besides the Latin and Greek Language, Spelling, Reading, Writing, English Grammar, Geography with the use of the Globes, Ancient and Modern History, Arithmetic, Book Keeping, Algebra, Geometry, Application of Algebra to Geometry and to the Doctrine of Curves; Method of Calculation, nature and use of Logarithms; Plane and Spherical Trigonometry, Spherical Projections, Theory and Practice of Surveying, Levelling, &c., as connected with the duties of a Civil Engineer, Navigation, Conic Sections, Mechanics, Hydrostatics, Pneumatics, Optics, Electricity, Galvanism, Magnetism, Chemistry, Astronomy, including the calculations of Solar and Lunar Eclipses, Occultations, Transits, &c.; the Methods of Fluxions, Differential and Integral Calculus and their application to Physico-mathematical Sciences, &c." From this extensive array of subject matter one can judge the character of the school. Neither was the physical equipment of the school overlooked, for, "In addition to a good collection of philosophical and chemical apparatus," says the circular, "the students have the free use of a cabinet of minerals, and of a library containing upwards of 600 volumes of well selected works of history, biography, philosophy, poetry, &c."

Such was the old Alexandria Boarding School at the time of the accompanying picture, at a period in its history when there were students from 14 States and territories and from foreign countries, many of them sons of distinguished families.

Besides his activities in connection with the school, Benjamin Hallowell was a well-known figure in Alexandria a century ago, helping in 1834 to establish the Alexandria Lyceum and bringing to it such distinguished lecturers as J. Q. Adams and Samuel Goodrich, or Peter Parley, as he was wont to be known.

Opportunities for Teachers and Leaders in Parent Groups



THE 1937 SUMMER SCHOOL SESSIONS of many colleges and universities and State teachers colleges offer teachers wide opportunity for orientation in pre-school education, parent education, education for marriage and family life and family relationships.

Teachers in service in nursery schools, kindergartens, and lower elementary school grades, leaders of parents' study groups and of parent-teacher associations, social workers, nurses and parents—whether they are graduate or undergraduate students working for credits, or lay leaders working without regard to credits—will find offerings in many institutions that lead to better understanding of child growth, and of family relationships. Courses or parts of courses in practical methods of conducting study groups; in successful means of interviewing parents at home and in assisting them with their problems; and in good procedures in the field of parent-teacher cooperation are found in many summer school programs. Teachers will be increasingly interested in such courses.

In view of the demand for professional services in developing successful cooperation between parents and teachers and in order that teachers may feel more confidence in their ability to meet parents and help them understand and solve their problems, some universities and State teachers colleges sponsor short institutes and conferences. These offerings are important because they represent the effort that is being made to meet the growing and popular need for professional recognition and support of the more or less experimental field of parent education.

The term "institute" is sometimes used to indicate the department in a college or university where a curriculum is offered. Examples of the use of this term where courses in family life education, parent education, child development, or related courses are to be given in the 1937 summer sessions are to be found at Vassar College, Summer Institute of Euthenics; the University of Washington, Seattle, Institute in Education for Family Life; and Columbia University, Teachers College, Child Development Institute.

The University of Iowa, for 3 days in June, will conduct its eleventh conference on child development and parent education. In addition to this feature of the program a curriculum for an 8 weeks' term is offered for credit and is open to students under specified requirements without credit.

Another type of short-term offering, usually lasting not longer than 5 or 6 days, is the parent-teacher or parent education institute such as may be found in the Summer School at Yale, University of Maryland, and many other institutions throughout the United States.

Partial listing

The following listing is confined to information which has been sent in to the Office of Education. Obviously there are many more institutions offering equally valuable programs for the orientation of teachers and others in the techniques of adult learning, and in the field of parent education and education for family life.

Alabama College, Montevallo, Ala.
University of Alabama, University, Ala.
University of California (Adult Education), Berkeley, Calif.
University of Denver, Denver, Colo.
Colorado State College, Fort Collins, Colo.
University of Colorado, Boulder, Colo.
Yale University, New Haven, Conn.
Kansas State College of Agriculture and Applied Science, Manhattan, Kans.
University of Maryland, College Park, Md.
Michigan State Normal College, Ypsilanti, Mich.
Western State Teachers College, Kalamazoo, Mich.
University of Minnesota, Minneapolis, Minn.
Columbia University, New York, N. Y.
University of Buffalo, Buffalo, N. Y.
Vassar College, Poughkeepsie, N. Y.
University of North Carolina, Chapel Hill, N. C.
Ohio State University, Columbus, Ohio.
East Central State Teachers College, Ada, Okla.
Southeastern State Teachers College, Durant, Okla.
Southwestern State Teachers College, Weatherford, Okla.
Central State Teachers College, Edmond, Okla.
George Peabody College for Teachers, Nashville, Tenn.
University of Texas, Austin, Tex.
University of Washington, Seattle, Wash.
State Teachers College, Milwaukee, Wis.

ELLEN C. LOMBARD,
Associate Specialist in Parent Education.

Appointed



CYRIL F. KLINEFELTER was recently appointed to the position of administrative assistant to the Commissioner of Education. Creation of the new position was authorized by the last Congress.

Dr. Klinefelter had been editor and educational consultant of the Vocational Education Division of the Office of Education. In 1920 he became a member of the staff of the trade and industrial education service of the Federal Board for Vocational Education, now consolidated with the Office of Education. Dr. Klinefelter continued in this service until August 1935, when he assumed the position of editor and educational consultant, which he has held to the present time. For 2 years, 1933-35, he was on full-time detail to the Federal Emergency Relief Administration as assistant director of the Education Division.

It will be the duty of the new administrative assistant to aid the Commissioner of Education in the administrative duties of the Office, acting as technical and administrative assistant on problems and policies concerned with the internal administration of the Office and with certain problems in relation to other Federal, State, and local governmental agencies.

SCHOOL LIFE, official organ of the Office of Education, comes to you 10 months of the year for \$1. With a subscription you also receive MARCH OF EDUCATION, the Commissioner's news letter.

Needed Research in Secondary Education

A REPORT on *Problems and Questions in Secondary Education Suggested for Investigation* was recently released by the National Committee on Research in Secondary Education. The report is the work of a special committee consisting of D. H. Eikenberry of the Ohio State University as chairman, and Harl R. Douglass of the University of Minnesota, W. C. Reavis of the University of Chicago, and John Ruff of the University of Missouri as members. This committee sent requests to more than 1,500 persons in key positions asking them to submit statements of the most insistent problems in secondary education which demand research at the present time.

From the responses received the committee developed a list of 997 research problems which are classified in the report under the following heads:

Philosophy of secondary education.....	48
Secondary school population.....	42
Organization of secondary education.....	29
Influences controlling secondary education.....	26
Secondary school staff.....	86
Curriculum and method.....	581
Community relationships.....	19
Guidance.....	62
Plant and equipment.....	2
Administration and supervision.....	78
Historical and comparative.....	24
Total.....	997

It is to be noted that the subject "*curriculum and method*" includes more than half of the problems suggested and that more than four-fifths of the total are included in four categories, namely, curriculum and method, staff, administration and supervision, and guidance. Check of the positions of those responding against the fields in which they suggested problems reveals that all groups without exception named *curriculum studies* most frequently. Studies in *administration and supervision* were placed second in frequency by administrative groups such as city superintendents, county superintendents, high-school principals and assistant principals, and headmasters of private schools. *Staff problems* were in second place with high-school teachers and persons connected with teacher-

training institutions. *Guidance* was favored as the second most significant field by university admissions officers and deans of junior colleges.

The problems suggested for investigation vary all the way from curriculum adjustments needed for gifted pupils to the academic content material which should be prepared for the lowest 10 percent of the pupils in senior high school; from relative values of practice teaching and apprentice teaching to inquiries into desirable levels of mastery of academic subjects by those preparing to teach in secondary schools; from the extent to which moving pictures can replace reading courses in high school to the effect on Latin instruction of teaching pupils the Roman pronunciation with insistence on quantity. Here are included subjects suited to all tastes in research.

Report to be published

Most frequently, where methods of investigation and sources of data are suggested or implied, the study of practices seems to be intended. Numerous problems include wordings such as "ways in which the schools are . . .", "what is being done . . .", "the present status of . . .", "a survey of current practices in . . .", "what change has taken place in . . .", "procedures for securing desirable types of . . .", and the like. Probably not so often, but certainly with enough frequency to deserve comment, wordings such as "to what extent ought . . .", "what can be done . . .", "what materials should be developed for . . ." indicate a viewpoint of inquiry into *what should be* rather than into *what is*. Problems involving relationships and comparisons, usually between two alternatives, are not uncommon. Relatively few of the statements indicate that an experimental approach is contemplated.

The National Committee on Research in Secondary Education at its annual meeting last February took action looking toward preparation of the report for printing by some educational agency. A subcommittee has been appointed by Chairman E. J. Ashbaugh to assist Dr. Eikenberry's committee in getting the report published.

CARL A. JESSEN

Planning School Buildings

THE PLANNING of the school plant, which is to be completed this spring, for Dyess Colony, Arkansas, is of particular interest, first, because it is an example of cooperative effort in the functional planning of a school plant to meet the needs of a given community and, second, because the community is a pioneer colony existing in the twentieth century.

The community

Dyess Colony was originally planned in 1934 by W. R. Dyess of the Emergency Relief Administration, and Harry L. Hopkins, at that time Federal Emergency Relief Administrator, in order to provide homes and employment for families on relief in Arkansas. Later the colony was organized as a State corporation, and in October 1936 it was incorporated under the laws of Arkansas as the Dyess Cooperative. In other words, early in its history it ceased to be "Federal", and became a local community operating under State laws. This meant that the community could construct its own school buildings with W. P. A. labor, and that the schools of Dyess have been organized as a school district in accordance with the laws of Arkansas. This school district is now a part of the State school system operating under the State Department of Education, and it is the recipient of State funds the same as any other school district in the State of Arkansas. The school board is composed of members of families living in Dyess Colony, Inc.

The colony is situated on 100 square miles of rich Mississippi Delta land in eastern Arkansas. There are now 500 families, plus 40 families of administrative employees, teachers, nurses, doctors, and others. Sites for homesteads consist of 20, 30, or 40 acres. The families were selected on the basis of farming experience, and farming is the chief occupation by which the colonists are expected to become self-supporting, although there are also subsidiary industrial activities. For example, in the central part of the colony, where the administration building is located, there is a store, a cafeteria, a carpentry shop, machine shop and garage, shoe and harness shop, small canning factory, printing, plumbing, and electrical

Alice Barrows, Senior Specialist in School Building Problems, Office of Education, Reports On a "Twentieth Century Pioneer Community."

shops. Subsistence in the colony was made possible in the beginning through cash to families for construction work on the colony. After the construction is completed the colonists will depend upon farming for subsistence. At the present time the community is already operating in part as an economic unit. Last year the amount of cotton, by actual statistics, showed more than a bale per acre.

Here was a community that was being organized from the ground up, and here was an opportunity to develop a school that would be not only a living school for children but a natural center for the recreational and educational needs of both young people and adults. To accomplish this end, it was clear that two points had to be borne in mind.

The central school

First, Dyess is a pioneer community. This means that many of the community activities outside of school have great educational value for children. Schools have never had a monopoly of the education of children. A child's education goes on from the moment he gets up in the morning until he goes to bed at night. And he has more hours of education outside of school than in school. Unfortunately, in our large industrial cities much of the education outside of school tends to distort a child's life in various ways. We have to make laws to keep children out of factories because it is undesirable for children to work in them from either an educational or health standpoint. However, in a small integrated community like Dyess Colony where everyone is occupied in common tasks essential to the life of the community and where the shops are small and run by the people themselves, it is possible for children to get much valuable education, as they did in the old, pioneer, New England communities, by helping their fathers and brothers in the shops, the store, the farm, in work that has to be done to keep the community going. Such a coordination between the school and

community life gives a reality and vitality to education that is invaluable to children.

Under these circumstances, it would have been absurd to duplicate in the school in an artificial way the activities which exist in the community. Consequently it was recommended that the central school, which is to have all the grades from the first through high school, should be located within a block of these shops so that both elementary and high-school children could easily go to them at different periods of the day in small groups of two or three to help in the work that was going on there and thus learn through experience. This work should be done by children in the elementary as well as high-school grades, not in order to train them for any trade, but to give them experience with many kinds of work and mechanical processes.

For the same reasons, it was decided that the work in school gardening and agriculture should be definitely and practically coordinated with the community and home work in agriculture. Also, although it is generally recognized that it is desirable to have the community auditorium in the school because the school is the natural community center, yet, since the large auditorium had already been erected across the street from the school site, it was decided that the school should have a small auditorium to be used as part of the daily school work and be utilized by young people and adults for rehearsals, club meetings, etc. On the same theory, that the school should not duplicate other social agencies in a small community like Dyess, a clinic was not included in the school building because there is an excellent small hospital in Dyess. It was suggested that the health work of the school should be directly coordinated with the staff of the hospital.

But Dyess is not only a pioneer community. It exists in the twentieth century and in a country with the most mobile population in the world. The children and youth now living in Dyess may be living in a totally different kind

Table 1.—Number and type of rooms, and capacity in Central School, grades 1-12

Units	Dimensions	Number of rooms	Auditorium	Gymnasium	Capacity number of classes
<i>In main building</i>					
Classrooms:	<i>Feet Inches</i>				
Grades 1-6.....	22 x 30	9			9
Grades 7-12.....	22 x 30	4			4
Special rooms:					
Science.....	22 x 40	1			1
Art room.....	22 x 40	1			1
Music room.....	22 x 40	1			1
Library.....	22 x 40	1			1
Cooking.....	22 x 46	1			1
Sewing.....	22 x 32	1			1
Commercial.....	22 x 40	1			1
Auditorium.....	34 x 73		1		2
Gymnasium.....	62 x 85			1	2
Cafeteria.....	34 x 50				
Kitchen.....	22 x 22				
Total, in elementary and high school.....		20	1	1	23
<i>In community building</i>					
Club room ¹		1			1
<i>In outside shops (9)</i>					
	<i>Number of pupils</i>				
Carpentry and furniture.....	5				
Blacksmith and garage.....	6				
Laundry.....	5				
Canning.....	2				
Printing.....	5				
Shoe and harness shop.....	5				
Store.....	4				
Electrical.....	4				
Plumbing.....	4				
Total, in outside shops.....	40				2
In gardens.....	20				
Total.....	60	21			26

¹ To be used as dramatics room in preparation for auditorium programs.

² Plus 1 auditorium and 1 gymnasium, school gardens and 9 shops.

of community when they have grown up. Consequently, it was obvious that the school should not only help young people to function in the life of the colony, but it should also give them an understanding of the development and trends of our present civilization so that they would have the intelligence and resourcefulness to meet the conditions of life in which they

might find themselves outside the colony. This meant that the school had to provide educational opportunities in the sciences, history, economics, art, music, library, dramatics, and physical education, as well as in the regular academic studies. In other words, Dyess is under obligation to give a type of enriched educational program which exists in thousands of

schools throughout the country and in many other communities in Arkansas. Furthermore, these facilities should be available for adults in the afternoon and evening.

Planning the school buildings

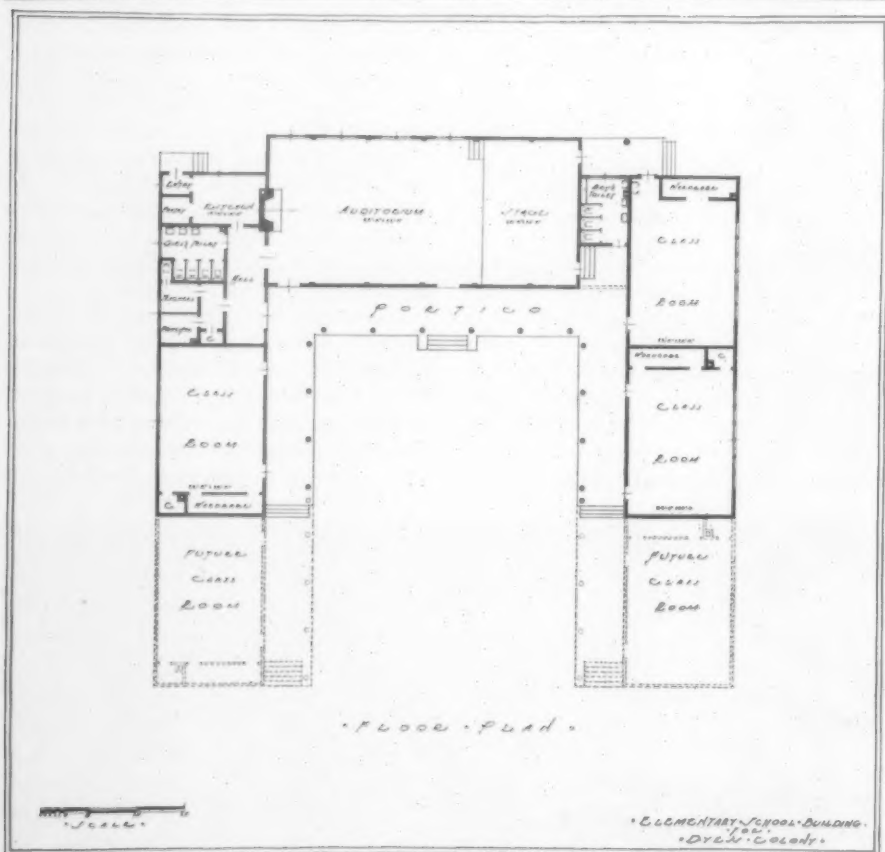
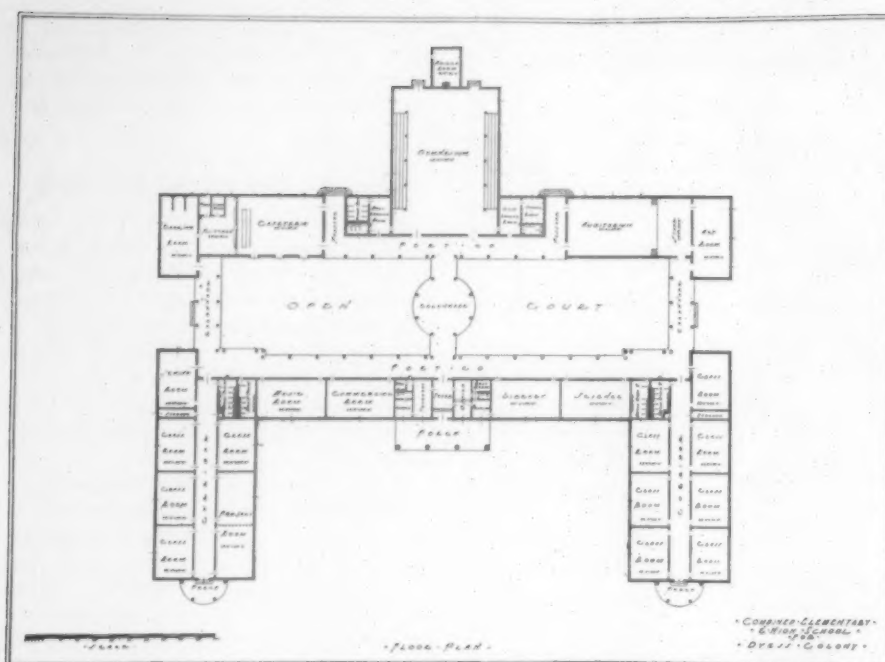
After the educational program was mutually agreed upon, the next step was to plan buildings which would make possible the easy and efficient administration of a rich and flexible program.

There were 1,452 children in Dyess Colony in 1936. Of this number, 588 were pre-primary children, and 864 were in grades 1-12. The latest figures give 948 pupils in grades 1-12.

One building would have been adequate for the total school population; but due to the size of the tract and the fact that all the roads are dirt roads, it was decided to organize four school districts. Three of them will each have a small neighborhood school for elementary children, grades 1-6, and the central district will have a school for the elementary children, grades 1-6, located in the central district, and high-school pupils, grades 7-12, from the whole colony. Each neighborhood school building consists of three rooms, a principal's office and an auditorium with a kitchen adjoining it as shown in the accompanying floor plan. These buildings were planned for use, also, as community centers for adults. The cost per building is given at \$12,000.

The central school is a one-story building of 20 rooms, a small auditorium, and a gymnasium (see illustration). Because of the climate, this building was designed on the open-plan type with a main building containing classrooms, science laboratory, library, music room, commercial





room, sewing room, offices, rest rooms, and toilets. This building is connected by an open court with another unit containing the auditorium, gymnasium, art room, cafeteria, and cooking room. Table 1 gives the activities provided in the main building, together with those provided in the community building, and in the shops and the gardens. The cost of the Cen-

tral School building is approximately \$100,000.

The auditorium, gymnasium, and all special activity rooms have been planned so that the equipment can be used by adults as well as by school pupils. Limitation of space prevents a description of the plans and equipment of all rooms, but the auditorium, art room, cooking

room, and cafeteria are described here in some detail as they have unusual features.

The auditorium

In accordance with the practice in many public schools in Arkansas, the auditorium is planned for use by two or more groups of pupils each period of the day for dramatics, choral music, current events, motion pictures, as well as for use by youth and adults in the evening.

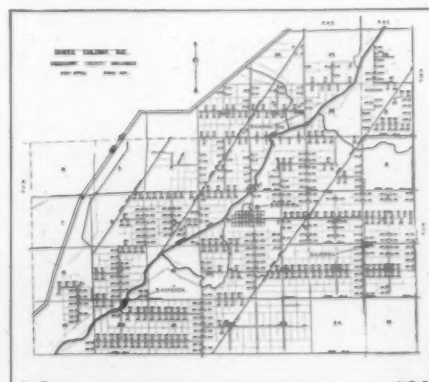
Audience area, 34 by 53 feet: Inclined floor, opera seats fastened to floor. Windows at one side with light-proof shades. Acoustical material on ceiling. Power outlets for motion pictures. Portable motion-picture machine and piano provided. Stage, 20 feet deep, 34 feet wide, 3 feet high. Cyclorama of monkscloth or similar material. Stage curtain. Outlets on stage for spotlight and floodlight.

The art room

The art room adjoins the auditorium with two entrances to the stage so that large groups for plays can form in the art room. Across the end of the room nearest the stage door, there is a costume cabinet, 30 feet deep, with a rod for hanging costumes, and shelves for cardboard filing boxes for properties. At the other end of the room there are built-in cabinets for drawing materials, and a sink. Furniture: Movable tables and chairs, easels, display racks, etc.

The cooking room and cafeteria

The cooking room is next to the cafeteria-kitchen with a door opening into the kitchen so that groups of pupils each day can supplement the work in the cooking room with practical experience in preparing the meals for the cafeteria. The kitchen is separated from the cafeteria by a folding partition shutting off the kitchen and the serving table from the rest of the cafeteria. Acoustical material is to be used on the ceiling of the cafeteria. French doors open from the cafeteria upon the court so that meals for community gatherings in the afternoon or evening can be served in the open court in warm weather.



Representative Invited

HARRY L. HOPKINS, WORKS PROGRESS ADMINISTRATOR, invited the Commissioner of Education to send a representative of the Office of Education to visit Dyess Colony, Arkansas, with a view to advising on the planning of school buildings for that colony. The author of the preceding article was assigned to this work and visited the colony in March 1935.

Conferences were held with David R. Williams, Director of Rural Industrial Communities and consulting architect for the Works Progress Administration; E. S. Dudley, manager of the colony; Floyd Sharp, Works Progress Administrator for Arkansas; Elizabeth Junkin, educational director; Howard Eichenbaum, architect for the colony; and W. E. Phipps, State Commissioner of Education for Arkansas. They were all interested in having a school that would be a community center for the activities not only of children but of youth and adults.

EDITOR.

★ American Council

THE twentieth annual meeting of the American Council on Education closed on May 8, with the election of new officers which include: Chairman, Edward C. Elliott, President, Purdue University, representing the University; first vice chairman, Eugene R. Smith, headmaster, Beaver Country Day School, representing the Progressive Education Association; second vice chairman, Guy E. Snively, President, Birmingham Southern College, representing the Association of Urban Universities; secretary, E. O. Melby, Dean of the School of Education, Northwestern University, representing Northwestern University; treasurer, Corcoran Thom, President, American Security and Trust Company; first assistant treasurer, Frederick H. P. Siddons, American Security and Trust Company; second assistant treasurer, James C. Dulin, Jr., American Security and Trust Company.

Vocational Education in Review

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close of the year 44,625 disabled persons in process of rehabilitation were being carried on the rolls.

Blind persons placed

Plans were under way at the close of the year for cooperation by the rehabilitation service of the Office of Education with the States, in the carrying out of the terms of the Federal act, passed by Congress in 1936, which provides for training blind persons as operators of stands in Federal and public buildings, placing them in such work, and supervising their work after they are placed.

★ Exhibit

YOU are cordially invited to visit the Office of Education exhibit at the seventy-fifth annual convention of the National Education Association in Detroit, June 27 to July 1.

The Office of Education exhibit will be located in booth A-22, Crystal Ballroom, Masonic Temple.

At this booth you will find copies of many publications of the Office—in parent and adult education, conservation, school finance, vocational education, health education, nursery-kindergarten-primary education, elementary, secondary and higher education, and in other kindred fields.

The exhibit will open on Saturday, June 26, and continue through the convention.

On Your Calendar

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. Denver, Colo., June 21-26.

AMERICAN HOME ECONOMICS ASSOCIATION. Kansas City, Mo., June 21-25.

AMERICAN LIBRARY ASSOCIATION. New York, N. Y., June 21-26.

NATIONAL EDUCATION ASSOCIATION. Detroit, Mich., June 27-July 1.

NATIONAL RECREATION ASSOCIATION. Atlantic City, N. J., May 17-21.

NEW ENGLAND HEALTH EDUCATION ASSOCIATION. Cambridge, Mass., June 4 and 5.

SCHOOL ADMINISTRATORS CONFERENCE. Nashville, Tenn., June 10-12.

Wins Honor



★W. L. CREASY, instructor in vocational agriculture in the Woodlawn (Va.) High School, has been awarded the title of master teacher of vocational agriculture of the South. Announcement of his selection for this honor was made by S. M. Jackson, chairman of the Master Teacher Contest Committee, at the regional conference of State supervisors and teacher trainers of vocational agriculture, called by the Office of Education and recently held in Birmingham, Ala.

Annual award

This award is made annually to the vocational agriculture teacher who in the opinion of the judges for the contest has made the most outstanding contribution to the program of vocational agriculture of any teacher in 12 Southern States—Virginia, North and South Carolina, Georgia, Florida, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Texas, and Oklahoma. Mr. Creasy won the master-teacher honor in competition with 146 other vocational agriculture teachers of Virginia, and placed first as master teacher of the South over 1,960 other teachers employed in vocational agriculture departments.

Points for judging

Candidates for the honor of master teacher of vocational agriculture are judged on the type and effectiveness of their instructional programs, the enrollments of youths and adults in their vocational agriculture classes, their participation in agricultural and other community organizations and affairs, the farming success of their students, their methods of keeping records and reports, agricultural practices introduced by them which have increased the production on local farms and have resulted in greater profits to farm operators, leadership ability, and other similar factors.

New Government Aids

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(De Luxe edition—leatherette cover—\$1.) Remittance to this Commission should be made payable to the *Treasurer of the United States*.

Facsimiles.—A set of 6 sheets, including facsimiles of the Constitution (4 sheets), and of the Declaration of Independence (1 sheet), and of the portraits of the signers of the Constitution (1 sheet); complete set \$1.50, single sheet 25 cents.

Shrines for the Constitution.—Wall and Standard Shrines (with steel frames) for the display of the facsimiles will be available in the near future. There will be a nominal charge for the different designs.

Information Sheets.—These contain facts regarding the activities for the Nation-wide historical celebration opening September 17, 1937, and continuing through to April 30, 1939, the 150th anniversary of the inauguration of General Washington as President of the Republic.

Separate Portraits.—Separate enlarged portraits of the signers for which there will be a nominal charge will be available at a later date.

Constitution Poster.—A poster depicting in colors the signing of the Constitution, which is Howard Chandler Christy's interpretation of this event, will be available September 1937 at the opening of the celebration.

The Extension Service of the Department of Agriculture announces a new series of 16-page illustrated pamphlets comprising a discussion series for 1936-37 presenting the pros and cons of the following 8 questions:

- What Should be the Farmers' Share in the National Income? (DS-1)
- How Do Farm People Live in Comparison with City People? (DS-2)
- Should Farm Ownership be a Goal of Agricultural Policy? (DS-3)
- Exports and Imports—How Do They Affect the Farmer? (DS-4)
- Is Increased Efficiency in Farming Always a Good Thing? (DS-5)
- What Should Farmers Aim to Accomplish Through Organization? (DS-6)
- What Kind of Agricultural Policy is Necessary to Save Our Soil? (DS-7)
- What Part Should Farmers in Your County Take in Making National Agricultural Policy? (DS-8)

Also available from the Extension Service are revised reprints of the following two pamphlets on discussion technique: *Discussion: A Brief Guide to Methods* (D-1) and *How to Organize and Conduct County Forums* (D-2).

MARGARET F. RYAN

Electrifying Education

THE DEVELOPMENT OF FILM LIBRARIES as a part of the extension service of colleges and universities is gaining considerable impetus throughout the country. A cooperative film library is being established by the Extension Division of the University of Michigan, and another by the General Extension Division of the University of Florida. Illinois State Normal University, the Extension Division of the University of Alabama, and the Western State Teachers College of Kalamazoo, Mich., plan to distribute films and other visual aids on State-wide bases. On the west coast a branch library of the Extension Division of the University of California has been established to serve southern California and Nevada.

A NEW INDUSTRIAL FILM SERVICE has been established for the free distribution of sound films to schools of the country by Modern Talking Picture Service, 250 West Fifty-seventh Street, New York City. Most of the films distributed through this agency have been produced under the sponsorship of private industries. They are of excellent photographic quality and are intended for use in schools to present modern industrial production methods, and the industries' point of view on the present economic order.

THE AMERICAN COUNCIL ON EDUCATION sponsored an Eastern States conference on teacher training in visual instruction at Columbia University in January. Copies of a report of the conference may be obtained from the American Council on Education, 744 Jackson Place, Washington, D. C.

THE NEW CANDID CAMERA which uses 35 millimeter motion-picture film, and the new type of filmstrip projectors, greatly reduce the cost of the production of visual teaching materials by teachers. While on vacation tours this summer, teachers may make pictures of the interesting places visited, to be projected for class use next fall. As the supply of teacher-made films grows, it becomes increasingly important that such films be exchanged among interested teachers. Any teacher interested in the establish-

ment of an exchange service might like to communicate with G. H. Marx, Linden High School, Linden, N. J.

B. H. DARROW, Director of the Ohio School of the Air since it was launched in 1929, will teach 6-week courses in the School Use of Radio at Southern Methodist University and at the University of Texas this summer.

THE PROBLEMS AND PLANS COURSE of the University of Wyoming this summer will be devoted entirely to a consideration of radio and motion pictures in schools.

INSTRUCTORS EXPECTING TO CONDUCT teacher-training courses in the school use of radio should write to S. Howard Evans, Secretary, National Committee on Education by Radio, 1 Madison Avenue, New York, for a suggested syllabus and bibliography. I. Keith Tyler, Ohio State University, Columbus, Ohio, also will send a packet of materials to instructors who request him to do so.

THE FOLLOWING BULLETINS and reprints may be obtained free by writing to I. Keith Tyler at Ohio State University:

- Aids to School Use of radio
- The Use of Radio in the Classroom
- Radio in the Elementary School
- Developing Discrimination with Regard to Radio
- The Ohio Radio Announcer.

FREE COPIES of Public Forum Visual Aids, a 31-page booklet of charts may be obtained by addressing United States Department of the Interior, Office of Education, Washington, D. C.

THE AMERICAN COUNCIL on Education, 744 Jackson Place, Washington, D. C., announces the publication of the first two booklets in its series on Motion Pictures in Education. The first number entitled "The Motion Picture in Education: Its Status and its Needs" may be purchased from the Council for 10 cents. The second number entitled "Teaching with Motion Pictures: A Handbook of Administrative Practice" may be purchased for 40 cents.

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Student Employment

YALE has always been proud of her many students who defray part of their expenses by their own efforts." This declaration, made by Yale University itself, may come as a surprise to many, so completely has a tradition of wealth surrounded great privately endowed institutions like Yale and Harvard. Yet Yale has always, so far as possible, provided work opportunities for financially needy, well qualified students. With the advent of its "College Plan" in 1933, a special program of student employment was put into operation for residents of the "Colleges."

The College Plan was made possible through gifts of an alumnus, Edward S. Harkness, whose idea in making provision for the Colleges was to afford undergraduate students in the university the educational and social advantages to be gained by studying and living together in small groups. In order that self-supporting students might not be deprived of these advantages and might perform their money-earning tasks with a minimum of interference with their academic work, certain of the funds were set aside to provide "useful employment" for these students. There was therefore initiated at the opening of the residential colleges the so-called "Bursary Employment Program," which provides part-time employment for upper-class students in the colleges.

Preceding the establishment of the bursary employment program, a student-faculty committee made a comprehensive survey of student employment and expenses at the university. Upon inauguration of the College Plan the Council of Masters (composed of the heads of the residential colleges), the University Bureau of Appointments, and representatives of the student body cooperated in formulating the program. Careful analyses were made of the requirements of the various jobs with respect to the qualifications, responsibilities, and experience or skill for the performance of each, and positions were classified as to rates of pay and promotion in such way as to allow appropriate recognition for demonstrated ability.

¹ In "Student Self-Support," Yale University Bureau of Appointments, 1935, p. 3.

Ella B. Ratcliffe, Chief Educational Assistant, Higher Education Division, Describes Student Employment in the "Colleges" and "Houses" of Yale and Harvard

A joint committee of the Council of Masters and the University Bureau of Appointments supervises the distribution of the self-supporting students and allocates the employment funds among the residential colleges according to their relative needs. It has control also over individual assignments, rates of pay, and of the general operating rules.

Each of the nine undergraduate colleges now functioning is a complete unit in itself, having its own sleeping rooms, dining hall, reading and recreation rooms, and its own master or head who presides over the faculty members, or "Fellows," of the college. About one-third of all the bursary students perform duties in and for their own college or its faculty. The most important position is that of senior aide, who has general supervision over all bursary appointees in his college, being responsible for the satisfactory execution of their work and for rating individual performance. Under him are usually several other aides—a librarian, with a staff of student monitors; an athletic secretary; a student office manager, with typists or messengers reporting to him; and sometimes a curator or college historian. Other bursary men act as special aides to the faculty of their own or other colleges.

Yale's placement

Four hundred fifty-four bursary placements were made in 1935-36. Of these, 299, or three-fourths, demanded particular skill, usually in relation to some academic field, and hence required careful selection. Forty-four were appointments to executive positions in the colleges; others to clerical positions requiring services of a more routine nature, but nevertheless believed to be of definite educational value to the student. In other divisions of the university—scientific departments, museums, the Institute of Human Relations, the personnel office, and various departments of study, the appointees worked as librarians, catalogers, chemists, labora-

tory and research assistants; as draftsmen, assistant curators and technicians; as laboratory engineers, draftsmen, and social field investigators. In the library they worked on manuscripts, rare books, local history, and collections of various kinds. About 50 appointees aid the Fellows of the various colleges in connection with research being carried on.

The maximum time devoted to bursary employment is not expected to exceed 20 hours a week, in most cases not more than 16 hours. The base rate of pay is 50 cents an hour, but the amount of remuneration depends upon the time, experience, ability, and initiative required for the performance of the work, and students may earn from \$200 to as high—"in a few instances"—as \$715 (full tuition and board for a year) in the more responsible and specialized positions. Careful check is made periodically of each appointee's work as to quantity and quality, and deductions made for time lost unless it is made up.

Bursary appointments are made on a contractual basis. Applicants present a statement regarding their financial needs and sign an agreement relative to the duties to be performed, the hours of work, and the regulations for supervising and recording their performance. The employing colleges or departments report periodically on the work to the bursar's office, where payments, based on time actually employed, are made in the form of credits.

An estimate of the value of the work performed under these bursary appointments is given by Director Albert B. Crawford, of the Department of Personnel Study and Bureau of Appointments, in his report for the year 1935-36, in the following words:

"Probably no aspect of the residential college system has more deeply or more favorably altered the pattern of our undergraduate life than has this program of 'working scholarships', with all of its ramifications throughout the student and

faculty bodies alike. It has enabled hundreds of our ablest scholars to participate in the work of the university and share in its manifold responsibilities; it has brought teachers and students into a close and natural relationship as collaborators, and to a significant degree has bridged the gap between undergraduates of widely variant economic status. This office has even received from students of comfortable means applications for assignment to bursary work without stipend, because of the opportunities for personal development attached to many of the positions embraced by this program. Certain forms, at least, of self-support now appear to be regarded as a privilege rather than as a handicap."

Speaking of individual student accomplishments under the bursary employment program, Director Crawford, in *The Educational Record* for April, 1936, says:

"Several have proved extremely skillful in laboratory work or in the construction of experimental apparatus. Others have become so valuable to various curators that their graduation this year is deemed a major calamity! Some have become sufficiently adept at specialized work that they now plan graduate study in the same or a related field and are being strongly recommended by their supervisors for fellowships to make that possible."

According to Mr. Crawford, about one thousand Yale undergraduates earn annually a part of their expenses through term-time and summer employment. Of these, 454 are bursary appointees. As bursary positions are open only to upper-class students in the residential colleges, a still larger group of undergraduates are employed, therefore, at other jobs than those provided under the bursary plan. Many students, of course, work on jobs secured independently of the University Bureau of Appointments.

Outside of bursary positions student employment follows the usual lines. Work for board, which includes waiting on table, kitchen or pantry work; managing, supervising, or running "club tables"; checking, bookkeeping, etc., constitutes the most important single item in the student employment classification. The Associated Student Agencies also afford many money-earning opportunities. There are agencies for suit pressing, repairing and cleaning, laundry, flowers, pictures, furniture, magazines and newspapers, baggage transfer, fireplace wood, toilet articles, typewriting, and stenography. Work for room outside the university, monitorships, singing in chapel, and odd jobs both on and off the campus, such as are usual for college students, make up the remaining under-

graduate employment opportunities available through the University Bureau of Appointments.

The magnitude of student earnings at Yale may be gained by the figures for term-time employment given in the report of the Student Employment Division of the university for the year 1935-36. In that year, bursary earnings amounted to \$124,724; earnings from other work obtained through university departments, \$19,290; earnings through the National Youth Administration funds (used for graduate students only), \$33,429; through other media, \$121,234; making a grand total of \$298,677. In addition, \$64,610 was earned through work obtained independently.

Harvard's Houses

At Harvard University, whose "Houses" correspond with the residential colleges at Yale and, like them, are the gift of Mr. Harkness, a temporary student employment plan, which will probably become permanent, has been in effect in the Houses since 1932. Instead of an endowment to carry on its program, Harvard has had to depend on current income. The plan had been worked out and put into operation the fall before that at Yale became operative. It affords part-time employment for about 200 "House" students.

A little over an eighth of the students employed under the plan act as monitors, for which the pay is small. The remainder are engaged in a wide variety of tasks involving capabilities along many different lines, through which they earn from \$100 to \$300 a year. The jobs are apportioned among the Houses according to the relative number of applicants from each. Financial need, work experience, and scholastic achievement are the criteria used in making appointments. Care is exercised in selecting individuals for jobs to place them, so far as possible, according to abilities. Particularly in the more responsible positions, effort is made, as at Yale, so to place the student that his work will be correlated, if possible, with his field of major interest. When the plan was inaugurated, according to Mr. Russell T. Sharpe, director of student employment, writing in the *Harvard Alumni Bulletin* for June 1, 1934: "many departments whose budgets had been drastically reduced were faced with the prospect of losing the services of many part-time and full-time employees. To them the plan came as manna out of heaven."

The jobs enumerated in the intimate account of the plan written by Mr. Sharpe are indicative of the scope and

importance of the program of work. Among them are: Delivery twice daily of departmental mail; duty at the university information desk; collecting delinquent loans from former graduates; performing office work of many kinds in the Records Office. In the libraries they include sorting, organizing, and cataloging books and documents; collecting bibliographical data in the order department for use in making new purchases; supervising exchange shipments to and from other libraries; shelving books; presiding over delivery desks; and many other important tasks. According to Mr. Sharpe's account, self-help House students in 1 year handled 26,000 volumes and organized and arranged 75,000 pieces of uncataloged public documents printed in 15 languages.

The scientific museums engage the labors of self-help students in many important tasks. In the Peabody Museum of Anthropology the students catalog books, code anthropological measurements, and calculate indexes; mend and repair pottery; carve figures to replace missing parts; classify arrow heads and bones; and do a variety of other things. In the Museum of Comparative Zoology they do cataloging, mount and label specimens, and prepare them for shipment to other museums. In the art museum they label photographs, prints, and slides. At the observatory they aid in astronomical research and assist in experiments. There they have made measurements with the thermo-electric microphotometer, have worked on photographic plates which form part of a great systematic survey of the whole sky, and have searched the plates for meteors and measured the stars thereon to determine and to catalog their magnitude. In the laboratories they assist in research and other work, such as in the physics and physiology laboratories, constructing and setting up apparatus.

The worth which the university attaches to the work performed under the House temporary employment plan is shown in the following quotations from Mr. Sharpe's account:

"Not only has the plan freed regular employees for more important work, but it has also enabled many departments to function more efficiently and to carry out projects which would otherwise have been delayed until more prosperous days.

"The student helpers at the observatory, for example, doubled the rate of progress in the standard photometry of bright stars; they carried forward the survey of external galaxies with such rapidity that a report for the National Academy of Science was ready a year

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CCC Camps Make Summer Plans



★ WITH the approach of summer the CCC camps are arranging to take due advantage of the educational and recreational opportunities of the season. One corps area adviser reports, "We are not necessarily going to be

teaching different subjects during the summer months, but we are going to be able to use more largely and more readily those opportunities for purposeful activity which we strive so hard to graft into the winter program under more or less artificial conditions."

The summer season always brings to the camps a great number of nature study groups, hobby and handicraft clubs, field trips and hikes, agricultural projects, and organized sports. However, the basic educational program is continued without interruption.

The school in the camps is a year-round proposition. The major objectives of the program, those of making enrollees more employable and better citizens, are consistently adhered to. Enrollment in camp courses for the summer season always holds to an encouraging number. Particularly is this true in regard to such basic courses as literacy, elementary and vocational subjects. Last July there were 7,191 men taking literacy courses as compared with 8,402 during the following October; 43,682 took elementary courses in July as compared with 48,365 during October; and 124,321 were enrolled in vocational courses during July as compared with 130,650 during October.

Personal counseling

Although the camps attempt to maintain standard educational objectives throughout the year, they naturally vary their techniques and methods to meet seasonal demands. And this is particularly true of the summer months. As plans are shaping up, it appears that camp advisers are going to build their summer program around general courses, agricultural projects, arts and crafts, nature study groups, organized sports, and hobby clubs.

Howard W. Oxley, Director of CCC Camp Education, Discusses Far-Reaching Educational Plans for Camps Throughout the Country



The CCC on a field project.

The informal character of these activities makes it possible for the camp adviser to have a closer contact with each enrollee and to become better acquainted with his interests and needs. The adviser is therefore placed in a better position to personally counsel and guide the enrollee.

The First Corps Area Adviser at Boston writes, "The summer months will see guidance, particularly personal counseling, at its peak. We feel that the success of the fall and winter programs depends largely on the scope of the summer guidance program."

General classes

The Third Corps Area Adviser at Baltimore feels that the summer recreational program affords a further means to reach the enrollees in a personal way. He says "In planning to enlist the interest of enrollees and to secure their participation in the recreation program, the Camp Edu-

cational Adviser finds an increased opportunity for practical counseling and guidance because he is removed entirely from a classroom atmosphere."

Classes on social and personal problems find a favorable response during summer months. These courses are general in nature, but are conducted so as to allow a maximum of individual participation. Such subjects as health and hygiene, etiquette, and citizenship are among the foremost of this type. The number of social events in the camps during summer increases, and more outside people visit the camps. Naturally, enrollees find a greater opportunity to learn and practice good manners and wholesome social relations.

Citizenship, of course, is always a major educational activity. For the coming summer, however, special efforts are being taken by several corps areas to make the study of citizenship more vital. The Second Corps Area is developing a series

of lesson plans based on the *Building America* pamphlets, published by the Society for Curriculum Study, Columbia University. Some of these are entitled *Youth Faces the World*, *Social Security*, *Our Constitution*, and *Power*. In connection with discussions on citizenship topics, there will be field trips to power plants, newspaper offices, factories, public work projects, and government offices. Some of the enrollees will make a special study of the camp power system. Others will collect pictures, graphs, posters, newspaper clippings, and magazine articles for permanent exhibits and bulletin board display.

Each of the corps areas is making special arrangements for forum discussion groups, special lecturers, and educational films for use in connection with summer activities.

Vocational training

To increase the employability of the men, job training and related vocational instruction will continue to receive due emphasis. Job training, one of the most important phases of the educational program, does not show any decrease during summer months. Approximately 50 percent of the men during summer and winter are engaged in job training. Vocational courses, designed to supplement and broaden job training, are expected to hold up well in summer enrollment. Last July, 37.7 percent of the camp members, were taking vocational courses as compared with 40.4 percent during the following October.

Agricultural projects

The summer months will find much agricultural activity among the camps. This work will afford a variety of projects on which enrollees will be able to gain a wealth of practical experience, such as gardening, poultry raising, pig and calf clubs, and landscaping.

The Seventh Corps Area Adviser at Omaha, Nebr., writes that he is "especially stressing subjects that afford observation during their development as poultry, livestock, gardens, fruits, and general crops."

It is the belief of the corps area advisers that practical projects are the basis of agricultural training. Each of them plan, therefore, to take due advantage of every opportunity to get agricultural projects started.

Arts and crafts

Arts and crafts are always popular as informal activities. Along with the urge to be out of doors comes the desire to carve and make things out of wood, leather, metal, and clay. Last spring

and summer the Sixth Corps Area conducted a series of handicraft schools throughout Illinois, Wisconsin, and Michigan to train camp instructors in this subject. During the coming summer the Second Corps Area plans a school at Governors Island, New York, to develop approximately 150 enrollees as industrial arts instructors for the camps.



CCC Taxidermy Class.

Fairs and expositions during summer and fall months carry excellent arts and crafts displays from the camps. Last summer the San Diego Exposition and the Texas Centennial Exposition had CCC arts and crafts exhibits which attracted wide attention. This year there will be more of these exhibits at State and county fairs.

Hobby interests

Hobby activities will serve during the coming season to broaden the educational experience of camp members. Nature study and wildlife clubs will be very much in season. One of the West Virginia advisers, who is an ardent conservationist, plans to organize a fish culture club as a hobby activity for his men. Hobbies which always prove popular are photography, music, dramatics, arts and crafts, stamp collecting, scrapbooks, taxidermy, field collections, and radio construction.

Organized sports for the coming season will include those of the outdoor variety such as baseball, softball, volley ball, swimming, boxing, wrestling, hiking, tennis, shuffle board, and field meets.

Summary

One of the corps area advisers has well summarized our objectives for the summer program in the camps as follows, "The shift from indoors to out-of-doors activity in no wise means a slackening of education, but it does mean that we recognize two indisputable facts: (1) During the summer months, everyone

wants to be out of doors as much as possible and it is therefore unwise to cajole or coerce people into indoor classes which do not lend themselves to out-of-doors activity; (2) There are many phases of education, facts about life and experiences in living which are taught imperfectly and inefficiently by the indoor, theoretical method, but for which the out of doors provides the laboratory, observatory, and playground in which education can function realistically."

Student Employment

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earlier than planned; and they made it possible for the Observatory to undertake the long-delayed survey of the whole sky for bright variable stars.

"In the Widener Library the newly arranged Harvard archives and the classified collection of public documents stand as tangible evidence of the plan's usefulness. It has been estimated that in 1 year the temporary student employment workers at the library alone accomplished tasks which would normally have cost \$40,000."

"The mail service, financed by the plan, is saving the university hundreds of dollars in postage each year."

Of the values derived by the participating students, aside from the lift over financial barriers, Mr. Sharpe says:

"It has brought students into close personal touch with officers of instruction and administration. It has provided some boys with sound training in office practice which may be of great value to them in later life. It has taught students how necessary promptness, accuracy, and courtesy are in the professional and business world. Most of all, it has helped many students in their academic work, for a large proportion of the jobs were closely allied with the workers' fields of concentration. . . .

"The plan gives employers an excellent means of spotting promising candidates for full-time work after graduation."

The regular employment program at Harvard at the present time nets students annually about \$313,000. Before the depression and until 1931-32 the amount was \$375,000, representing the returns from 2,100 jobs.

Dr. Jose M. Gallardo, formerly of the College of Charleston, Charleston, S. C., has recently been appointed Commissioner of Education of Puerto Rico, by President Roosevelt.

Statistical Thumbtacks

PERCENT OF TOTAL ENROLLMENT IN HIGH SCHOOL.—One of the significant changes that has taken place in the composition of the enrollment in public schools has been the increasing percentage of the total that is in the last 4 years of the school system. This percentage exactly doubled from 1910 to 1920 and has more than doubled again since 1920, as shown below:

Year	Percentage
1870.....	1.2
1880.....	1.1
1890.....	1.6
1900.....	3.3
1910.....	5.1
1920.....	10.2
1930.....	17.1
1932.....	19.6
1934.....	21.4

At present between one-fourth and one-fifth of the public school pupils are in the last 4 years.

SOURCE OF INCOME FOR CITY SCHOOL SYSTEMS.—The chief source of income for support of schools in cities of 10,000 population and more in 1934, was local taxation. Including that raised for current expenses and for debt service, 73.7 percent of the school income was from local taxation. However, the Federal Government supplied 0.1 percent, the State, 18.2 percent, and the county, 4.7 percent, and miscellaneous local sources, 2.1 percent. The larger political units, therefore, assume by far the major financial responsibility for the support of schools within their boundaries.

VARIATION IN COST OF INSTRUCTION IN DIFFERENT TYPES OF SCHOOLS.—In cities of 10,000 population and more, there is a steady increase in the cost of instruction in the higher levels of public-school education. Therefore the composition of the school enrollment with respect to the proportion in the higher levels has a direct effect on the cost of the school system. In 1933-34 the elementary pupil (excluding special schools) cost for instruc-

Emery M. Foster, Chief of the Statistical Division, Office of Education, Again Brings an Installment of Some More Important Figures

tion alone \$12.97 per year more than the kindergarten pupil. The junior high school pupil cost \$17.58 more per year than the elementary pupil. The regular and senior high school pupil cost \$13.25 per year more than the junior high school pupil. The vocational high-school pupil cost \$44.72 a year more than the other senior high school pupils. However, these vocational pupils were instructed in 1934 at a decrease of \$53.68 per year compared with their cost in 1930. This decrease would almost pay for the instruction of an elementary pupil in 1934 at the \$59.98 average cost. The table below shows the cost of instruction in 1934, the decrease compared with 1930 costs, and the percent of decrease.

Cost of instruction per pupil in average daily attendance in various types of schools, 1934

Type	Cost, 1934	Decrease 1930-34	
		Amount	Percent
Kindergarten.....	\$47.01	\$7.01	14.4
Elementary ¹	59.98	9.03	13.1
Junior High.....	77.56	16.39	17.4
High.....	90.81	31.54	25.7
Vocational.....	135.53	53.65	28.4

¹ Does not include special schools.

It should be noted that in regular senior and vocational high schools the decrease in 1934 was more than one-fourth of the cost in 1930.

SEPARATE PUBLIC HIGH SCHOOLS FOR BOYS AND FOR GIRLS.—Of the total of 24,714 public high schools in 1933-34, but 74 were for boys only and 59 for girls only. These were largely technical schools. We do not have the enrollments in these schools, but in 1930 the schools for boys only enrolled 116,189; for girls only, 94,657; and the coeducational

schools, 4,906,676. The number of segregated schools since 1910 is given below:

Number of public high schools reporting for boys or for girls only

Year	For boys	For girls
1910.....	34	26
1920.....	39	37
1922.....	37	42
1924.....	52	50
1926.....	64	59
1928.....	64	54
1930.....	70	59
1934.....	74	59

SHORT COURSE ENROLLMENTS.—College enrollments including only summer schools, extension centers and correspondence courses, in 1933-34 totaled 452,183, divided as follows:

Summer session 1933

Men.....	119,468
Women.....	124,268

Extension 1933-34

Men.....	26,355
Women.....	36,408

Correspondence 1933-34

Men.....	59,175
Women.....	86,509

Therefore in 1933-34 the colleges reached, with short courses of college grade, 43 percent as many students as were in regular sessions.

GROWTH OF REORGANIZED TYPE OF HIGH SCHOOL.—The number of reorganized high schools has increased from 11.1 percent of the total in 1922 to 28.6 percent of the total in 1934. If the pupils in junior high schools are included, the reorganized high schools enrolled 46.8 percent of the total number of high-school pupils in 1930, and 48.8 in 1934. If we consider only the pupils in the last 4 years of the school system in reorganized

schools (which is comparable with enrollments in nonreorganized or regular high schools) the reorganized schools had only 43.9 percent of these pupils in 1930 and 47 percent in 1934. Some figures by types of schools are given below:

Percentage of schools of regular and reorganized types, 1922-30

Year	Reorganized	Regular
1922	11.1	88.9
1925	19.4	80.6
1928	23.8	76.2
1930	26.0	74.0
1934	28.6	71.4

Percentage of all public high-school pupils enrolled in regular and reorganized schools

Year	Regular	Reorganized		
		Junior	Junior-senior	Senior
1930	53.2	19.0	17.9	9.9
1934	51.2	18.6	18.9	11.3

Percentage of all pupils in last 4 high school years enrolled in regular and reorganized schools

Year	Regular	Reorganized		
		Junior	Junior-senior	Senior
1930	60.1	7.3	14.3	12.3
1934	63.0	7.7	15.4	13.9

Electrifying Education

[Concluded from p. 272.]

THE H. W. WILSON Co., 950 University Avenue, New York, announces the publication of a Summary of Literature on the Motion Picture in Education: A Source Book for Teachers and Administrators which was prepared by Edgar Dale, Fannie Dunn, Charles Hoban, and Etta Schneider.

LONGMANS, GREEN & Co., New York, has recently published a large volume entitled "Art and Prudence", by Mortimer J. Adler, associate professor of the philosophy of law at the University of Chicago. This book deals with the moral, the political, and the aesthetic aspects of the motion picture. It is quite critical of some of the well-known studies in the field.

CLINE M. KOON

The Town Boy on the Farm



The handicap of only a city lot and a small shed did not prevent Leland Knight from raising these two calves and realizing a profit from them.

LELAND KNIGHT is a "Lone Star" Future Farmer. He belongs to the Beeville (Texas) Chapter of the Future Farmers of America. When Leland was graduated from the vocational agriculture department of the Beeville High School last June he owned 79 head of cattle, 4 horses, 5 hogs, all the implements he needed, and had formulated plans to crop 75 acres of the 475 acre farm he rents.

When Leland enrolled in the Beeville agricultural department as a freshman, he lived in town where he had none of the facilities available to the other boys in the class for conducting the supervised farm practice work required of every vocational agriculture student. Three practical farming projects are worked out annually by each student in the Beeville vocational agriculture department. It was winter before Leland and his teacher had worked out a project which he, with his limited home facilities, could undertake.

Half a year behind his class, he started with 100 baby chicks in February 1933. By April he had bought two calves, with money borrowed from the agricultural loan fund of the school. With only a medium-sized city lot at his disposal he kept his calves in a shed at the rear of his home. His poultry project was completed in July, with a net profit of \$5.40. This young farmer-to-be raised 91 of the 100 chicks with which he began.

Shifting his activities from the town lot to his grandfather's ranch, 25 miles away, Leland spent the summer raising a fall crop of hegari (sorghum), 17 acres in all, from which he secured a labor income of \$40.50.

One of the features of the instruction in vocational agriculture at the Beeville High School is that supervised farm practice projects are worked out on a long-time basis, with the understanding that they are to be continued from year to year and eventually become a part of the student's permanent farming program.

Leland enlarged his operations from year to year and finally, feeling the need of a greater area of land on which to conduct his projects, he rented 20 acres at the edge of town.

He showed his calves at two local and two State shows, winning a total of \$106.50 in cash premiums. He then sold these animals for \$629.46, which gave him a labor income of \$318.46 on the project. He kept on. Late in 1935 he rented a 475-acre farm—400 acres in pasture and 75 acres in cultivation.

Continuing his agricultural course, he spent part of his time on the farm, and hired a family to live on the place and look after the stock.

Leland Knight's record goes to show that with the proper initiative, industry, and stick-to-it-tiveness, even the town boy who elects to pursue the course in a high school vocational agriculture department can make a success in farming.

He has now passed his State Farmer degree as a member of the Future Farmers of America and will be a candidate for the American Farmer degree—highest in the gift of the organization—at the national F. F. A. convention in Kansas City next October.

CHARLES M. ARTHUR

Educators' Bulletin Board



New Books and Pamphlets

The Commencement Program

Vitalized Commencement Manual, 1937. Washington, D. C., National Education Association, 1937.

63 p. 25 cents. (Mimeographed.)

Includes summaries of some 1936 programs and suggestions for 1937 based on the Horace Mann Centennial.

Social Studies

The Making of the Constitution, by Gertrude Hartman. New York, N. Y., Social Science Publications, 140 East 63rd St., c1936.

104 p. illus. 75 cents, plus 5 cents postage for single copies.

A text for the pupil, illustrated with old prints. Planned as the central core of a unit of work which may be as extensive as desired. A teacher's guide is available for 25 cents per copy, postpaid.

Numbers and Numerals, a story book for young and old, by David Eugene Smith and Jekuthiel Ginsburg. New York, Bureau of Publications, Teachers College, Columbia University, 1937.

52 p. illus. (Contributions of mathematics to civilization. Monograph, no. 1.)

Describes the development of numbers and numerals through the ages; useful to teachers of mathematics and the social studies.

Safety and Consumer Education

Electric Service with Safety, by Public Relations Committee, International Association of Electrical Inspectors, 85 John St., New York, N. Y., 1936.

25 p. illus. Sample copy, free. 2 cents per copy in quantities.

An attempt to educate the public in the proper use of electrical wires and equipment in homes. Reviews the rules for safety in the use of electricity and tells how to avoid fire and shock hazards.

Forests, Trees, and Wood; information units for students in woodworking, by Francis E. Tustison. Peoria, Ill., The Manual Arts Press, 1937.

95 p. illus. 65 cents.

Units for the industrial arts course, some technical, but the outstanding objective of the units is intelligent consumption and appreciation.

Child Study

Childhood, the beginning years and beyond, in five volumes, edited by The Association for Childhood Education.

Boston, New York, Houghton Mifflin Co., 1937.

5 v. illus. \$18.00.

A group of books on child nurture by various authors. Titles are: v. 1, Health; v. 2, Play; v. 3, Nature; v. 4, Stories and Verse; v. 5, Songs from Many Lands.

Feeding Our Children, by Frank Howard Richardson. New York, Thomas Y. Crowell Co., 1937.

159 p.

The practical application of the principles of nutrition.

Teachers Organizations

Teachers Local Organizations, a manual for leaders. Washington, D. C., National Education Association of the United States, Department of Classroom Teachers, 1937.

23 p. 25 cents.

Contents: Pt. I, Local organizations, history, types, finances, activities; Pt. II, Local organizations, helps in organizing.

Visual Materials

Follett Picture-Story Series. Chicago, Follett Publishing Co., 1936.

40 p. each. Paper, 15 cents, Buckram, 60 cents, single copies. Each booklet is a unit of 40 pages, 6½ x 8 inches in size, and contains from 45 to 70 reproductions from actual photographs, with brief explanatory text.

Titles include: Picture-Story of Milk, Bread, Food, Trains, How We Travel, Indians, Wild Animals, How the City Serves its People.

Pronunciation

You Don't Say! a guide to pronunciation by Alfred H. Holt. New York, Thomas Y. Crowell Co., 1937.

165 p. \$1.50.

Informal comment on words frequently mispronounced.

SUSAN O. FUTTERER

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

BOHNHOFF, EDWARD. Court cases relating to residence and tuition in public schools. Master's, 1936. University of North Dakota. 68 p. ms.

COONS, F. L. Extracurricular activities in junior and senior high schools. Master's, 1934. Boston University. 66 p. ms.

CORLETT, LAURA M. Mental hygiene and problems of college students. Master's, 1930. Boston University. 104 p. ms.

DAVIS, A. F. Curriculum and the social and economic needs of the pupils of the Daniel Hand elementary school. Master's, 1936. Hampton Institute. 57 p. ms.

DAVIS, B. F. Study of shorthand teaching: comparison of outcomes in the learning of shorthand effected by differences in teaching methodology. Doctor's, 1936. Teachers College, Columbia University. 108 p.

DETCHEN, LILY. A record and evaluation of changes in the College of the University of Louisville, September 1930, to June 1935. Master's, 1936. University of Louisville. 150 p. ms.

EDSTOFF, A. P. Elementary education in the Spanish Republic. Master's, 1936. George Washington University. 107 p. ms.

FELKER, A. M. Proposed solution for the educational problems of Snyder county. Master's, 1936. Pennsylvania State College. 123 p. ms.

FINNIE, F. R. Study of the validity of seven group intelligence tests using as a criterion the Stanford Binet. Master's, 1935. George Washington University. 74 p. ms.

FRANCES, Sister CATHARINE. The convent school of French origin in the United States, 1727 to 1845. Doctor's, 1936. University of Pennsylvania. 246 p.

FREY, NORMAN L. Study of the school transportation costs in Lebanon and Berks counties. Master's, 1936. Pennsylvania State College. 44 p. ms.

GALT, RUSSELL. Effects of centralization on education in modern Egypt. Doctor's, 1935. Teachers College, Columbia University. 134 p.

GARNETT, RAYMOND L. Some factors in college success. Doctor's, 1931. University of Missouri. 60 p.

HUMPHREYS, JOSEPH A. Changes in certain aspects of the College of the University of Chicago following the inauguration of the new plan (1931). Doctor's, 1934. University of Chicago. 145 p.

KLOVSTAD, GEORGE S. The chemistry subject matter for integrated curriculums. Master's, 1936. University of North Dakota. 79 p. ms.

MUNKRES, ALBERTA. Personality studies of 6-years-old children in classroom situations. Doctor's, 1934. Teachers College, Columbia University. 181 p.

PIPER, WALTER I. Curriculum for classes of mentally retarded children. Master's, 1934. Boston University. 415 p. ms.

RITTER, PAUL J. Speech education in public secondary schools with emphasis on the training of teachers of speech. Doctor's, 1934. University of Southern California. 567 p. ms.

SHEETS, FRED E. Study of teacher turnover in Montana schools. Master's, 1936. University of North Dakota. 74 p. ms.

STUBBINS, DONALD G. Comparison of the scholastic difficulties of immigrant and native American children in the schools of Mott, Hettinger county, North Dakota. Master's, 1936. University of North Dakota. 79 p. ms.

VOGEL, FRANK W. Study of methods used in an attempt to reduce tardiness and nonlegal absence in the secondary schools of Seneca, Ontario, and Yates counties of New York State. Master's, 1936. Syracuse University. 109 p. ms.

VOLTMER, CARL D. A brief history of the intercollegiate conference of faculty representatives with special consideration of athletic problems, Doctor's, 1935. Teachers College, Columbia University. 100 p.

RUTH A. GRAY

Vocational Summary



Ten studies

IN RESPONSE to a demand from employers and labor organizations, the trade and industrial service of the Office of Education is making a series of studies in the following trades: Painting and decorating, plumbing, metal lathing, bricklaying, paper hanging, machinist, and photolithography. At the request of the International Association of Chiefs of Police, also, a study is being made of the duties and of the training needed by police officers. The Federal Bureau of Investigation of the Department of Justice, Maj. E. W. Brown, chief of police, Washington, D. C., and chiefs of police in other cities are cooperating in this study. A bulletin on training for public and other service occupations, interpreting the language of the George-Deen Act on work in those fields is about completed. A preliminary mimeographed edition embodying the findings in the painting and decorating trade study has been mailed to directors and supervisors of industrial education in the States and to representatives of employers and labor.

The Office of Education has received cooperation in these studies from the American Federation of Labor through M. L. McDonough, secretary of the federation's building trades department, and of other organizations such as the painting and contractors' national associations, Institute for Better Plastering, and the National Association of Master Plumbers. At the request of the International Seamen's Association a study has been instituted on the need for training in maritime occupations. To assist in these studies Frank Cushman, chief of the trade and industrial service, Office of Education, has had the assistance of several special agents employed on a temporary basis. These include O. D. Adams, State director of vocational education for Oregon; L. G. Stiers, vice principal of Frank Wiggins Trade School, Los Angeles; and George E. Kaercher, who has had a wide experience in the plastering trade in Minneapolis. Bulletins incorporating the results of these studies will be distributed for use in connection with instruction in vocational schools in the various trades represented, and to instructors in evening trade extension classes.

Facing the facts

One of the few projects of its kind in the country is the agricultural experiment project carried on in the State of Washington through the cooperation of the State Division of Vocational Education and the State College of Agriculture. This experimental project grew out of a realization on the part of vocational agriculture teachers of the need for specific technical information on local agricultural problems. It is the opinion of those responsible for the vocational agriculture program in the State that a farm survey such as every vocational agriculture teacher is expected to make before setting up his instruction schedule is not sufficient to bring to light information and facts which will enable teachers to apply general principles outlined in agricultural textbooks and other publications to specific local conditions. Vocational agriculture students assist in the agricultural tests, which are planned to cover a long-time period, and in compiling the results therefrom in report, graph, and tabular form. Soil fertility experiments were planned to discover the shortages of fertility elements, the proper proportions and rate of application of elements that could be added with profit, and how to maintain fertility by using barnyard manures and green manure crops in combination with commercial fertilizers. Seed plot and variety tests on legumes have sought to determine the feasibility of growing certain legume crops, such as alfalfa and peas on local farms and the resistance of different varieties of these crops to insect pests. This experimental work is on a long-time basis. Facts and information obtained are therefore cumulative.

Upturn brings training needs

Continued increase in employment in a number of California industries during 1936 has brought about an increased demand for trained workers. According to the State director of vocational education, this increase, which has taken place in the aeronautic, food, leather, rubber, chemical, oil, clothing, metal, building, machinery, stone, glass, clay, lumber, and welding industries, has brought about an increased demand for service from vocational trade and indus-

trial schools. Local supervisors of trade and industrial education report that it has been possible to place almost all students completing trade and industrial courses. Many administrators report that there are more jobs available than there are students competent to fill them. "One of the apparent needs in our State trade and industrial education program," says J. C. Beswick, State supervisor of trade and industrial education, "is an expansion of the service which will enable us to assist in the organization and maintenance of additional local programs of trade and industrial education. The work done during the past year in assisting industrial, public, private, and other organizations to upgrade their workers, has met the demand in only a slight measure. There must be an expansion of this program as well as of the various types of educational programs which have been maintained in the past in local public schools."

An alternating plan

Gratifying results are reported from the system of practice teaching for students enrolled in the 4-year home economics course at Syracuse University. High-school teachers and principals, methods and subject-matter teachers in the college of home economics, officials of the school of education, and the New York State Department of Education cooperate in this system, which was started in 1932. Arrangements for the practice teaching activities are made in advance with schools within a radius of 20 miles of Syracuse. Student teachers are required to put in two 3-week periods of apprentice teaching during the last semester of their senior year. Before they are assigned to schools, the entire group must take 2 weeks' preliminary classroom work in residence at the university. Half of them, group A, are then assigned to schools. They return at the end of 3 weeks and their places in the schools are taken by the other half, group B. This alternation is continued until each group has been 6 weeks in residence, not including the preliminary 2 weeks of classroom instruction, and has had 6 weeks of practice teaching. While one group is in the field, the group in residence attends double periods of class work, and

at the close of the semester, the two groups combine for a week or more of classroom work in residence, during which they summarize the semester's work in preparation for examinations. The methods teacher visits each girl at least once during each school-practice period, and in addition receives reports from the cooperating teachers in the schools. The methods teacher, the cooperating teacher, and the director of practice teaching, in conference, determine the student teacher's grade. Each student pays her own expenses—transportation and board—in connection with her practice teaching. It is necessary for one of the groups to teach during the regular university spring vacation period.

A human-interest study

The story of 100 young men on farms in the northern part of Tompkins County, N. Y., is told in a bulletin, *Young Men in Farming*, recently issued by the Office of Education. These young men were classified into three groups. One group was composed of 38 young men who were fully established in farming; a second group included 44 who were partly established in farming; and a third group 19 young men who were living on farms but were not yet established in farming. The interesting thing about the first two groups was that they expressed themselves as satisfied with farming as an occupation and apparently had no desire nor intention of changing to another occupation. And this in spite of the fact that some of them were dissatisfied with the income they received from their farming operations. The study of this 100-individual group, which was limited to young men 15 to 25 years of age, was not made just to furnish material for a doctorate thesis, though the results of the study were incorporated in a thesis. It was made primarily to show the value of minute information on individual and community conditions and backgrounds as an aid in setting up vocational training in general farming or specific farming enterprises. Data covering as many as 10 years of the lives of some of the young men studied were obtained. Information was secured on the health and physical ability of those studied; their family relationships, including the number of their brothers and sisters; their liking for farming; their general and agricultural education; the farm projects in which they have engaged and their success in these projects; their earnings and savings; their credit status; their managerial ability; their civic, religious, and community interests; their probable



The group of home economics students in the Pontiac High School at tables are being served by their fellow students with food, which they have all helped to plan and prepare.

inheritances; their membership in various organizations; their standards of living; and on other factors. The experience and status of individual cases with respect to certain factors were also studied, as well as the opportunities, in the area covered, for them to become established in farming. Bulletin 188 is truly a human-interest document. It points the way for other studies of a similar nature in other States and counties. It may be secured from the Government Printing Office, Washington, D. C., at a cost of 15 cents a copy.

A new kind of rotation

An active institution is the newly acquired homemaking bungalow used by the home economics students at the Girls' Continuation School, at Pontiac, Mich. When the regular full-time students are not using it, the bungalow is occupied by adult homemaking classes. At last report, eight such groups were meeting there—two studying home nursing and hygiene; two acquiring instruction in garment making; a supper club and a luncheon club, both studying the planning, preparation, and serving of meals; a class in catering and fancy cooking; and a class of young women interested in becoming waitresses or caterers' assistants. Food classes for the regular students are held at noon. Class work consists of the preparation and serving of food consumed by students for luncheon. Students work with family size recipes, doubling or trebling them when the number to be served makes this necessary. Work programs are rotated so that by the end of 3 or 4 weeks the majority of the

students have had an opportunity to try their skill in baking, preparing meats and vegetables, making salad, setting tables and serving, and similar activities. Special luncheons and dinners are planned, prepared, and served for principals', teachers' and other meetings held in the bungalow. Miss May Person Kirby is home economics instructor at the Pontiac School.

Partners, 38—Owners, 5

C. R. Lash, teacher of vocational agriculture in Geneseo Township (Illinois) High School has compiled some interesting figures on a group of students—71 in all—enrolled in a part-time school in the care and repair of farm machinery organized by him during the school year 1936-37. The average age of the members of this group was 19 years. The average size of farms represented by the group is 167 acres. Twenty-six students live on rented farms and 45 on owned farms. The average period during which these students have been out of school is 6 years. Thirty-eight of them have completed 4 years in high school, 15 have had a partial high-school course, and 18 have attended grade school only. With respect to their present farming status, these students are distributed as follows: 19 are farm laborers, 38 are partners, 9 are renters, and 5 are owners. The average number attending all meetings of the part-time school was 91 percent of the entire enrollment. It is apparent from the figures presented that the Geneseo part-time program is not conducted on a hit-or-miss basis.

CHARLES M. ARTHUR

SCHOOL LIFE

VOL. 22



NO. 9

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

MAY 1937

COVER-PAGE QUOTATION

"No One Place, No One People, Can See the Way Alone."

THE ABOVE STATEMENT is somewhat trite. No one place, no one people, ever has seen any very good way alone. Those places, those peoples which have tried to travel alone either of their own choice or because of natural conditions, have made the least advances in trade, science, art, literature, government—the things which make for healthful living and general social welfare. The groups which have been brought most into intercourse with others, either deliberately or by grace of good environment, have added most to the progress of the human race. In 1868 when the Japanese were waking to the fact that they could not see the way alone, the Emperor solemnly swore in the presence of his people that "knowledge shall be sought for throughout the world, so that the welfare of the Empire may be promoted." That oath and the firm resolution with which it has been carried out, accounts for Japan's swift change from a medieval to a modern nation. Turkey, Iran, and Egypt are following Japan's example.

Intelligent people know these things and the telegraph, the telephone, trans-

oceanic cables, the radio, great steamship lines, the airplane, the automobile—all are heralded as triumphs of scientific achievement because they enable men to exchange experiences and through that exchange chart for the future better paths. Every civilized nation has its foreign office to help work out the relationships common to nations, and since foreign offices can be bound somewhat narrowly by the immediate interests of their respective groups, large numbers of international organizations are set up to develop wider and more permanent plans. International conferences and congresses are held at the rate of some two hundred and fifty a year. The basal reason for international expositions lies in general recognition of that interdependence which is essential to life.

Cecil Rhodes' will, which made provision for taking young men from the British Dominions, the United States, and Germany to study in England, was acclaimed throughout the civilized world not for the munificence of the legacy, but for "the striking manifestation of faith it embodied in the principles that make for the enlightenment and peace and union of mankind." Inspired by his action, the United States and other nations used parts of the Boxer indemnity funds for scholarships. Since those days, hosts of student- and teacher-exchange schemes among and between countries have been devised and handled successfully. Some are now being urged in connection with the World War debts.

M. G. Brumbaugh, who, nearly a quarter of a century ago, wrote the quotation, "No one place, no one people, can see the

way alone", was an educator. He was thinking of the school and of the kind of school that can do most for humanity. What he wrote is more pertinent now than it was then. We shall again quote the sentence, this time not by itself but in its setting:

Intelligence, liberality, integrity, and zeal furnish the only firm foundation for human progress whether a king or a people are in control. But there is this difference. With the people in control, the possibilities for progress or retrogression are greatly increased. Only individual education combined with absolute rectitude will guarantee a progressive democracy.

In this new era, therefore, mere knowledge will no longer suffice. The people must not only know, but they must also have the power and the will to perform. The individual has so greatly increased in worth that we must put all of his possibilities in an efficient school. To do so is no light task. No one place, no one people, can see the way alone. He who would deal wisely with and for the school must be in touch with all.

JAMES F. ABEL, Chief,
Comparative Education Division,
Office of Education.

A Silver Anniversary

SCHOOL MEDICAL INSPECTION is of recent origin and some pioneers in this field are, as yet, comparatively young. Philadelphia recently celebrated the twenty-fifth anniversary of the establishment of its school health service by a testimonial dinner to Dr. Walter S. Cornell, who organized the service and is its director. Dr. Cornell has not only been Chief Medical Inspector of Schools for Philadelphia, but by his writings and through studies conducted under his direction, he has contributed to the improvement of such work throughout the country.

American Education Week

GENERAL THEME:

Education and Our National Life.

SUNDAY, NOVEMBER 7:

Can We Educate for Peace?

MONDAY, NOVEMBER 8:

Buying Educational Service.

TUESDAY, NOVEMBER 9:

The Horace Mann Centennial.

WEDNESDAY, NOVEMBER 10:

Our American Youth Problem.

THURSDAY, NOVEMBER 11:

Schools and the Constitution.

FRIDAY, NOVEMBER 12:

School Open House Day.

SATURDAY, NOVEMBER 13:

Lifelong Learning.

THE AMERICAN EDUCATION WEEK program for 1937 is built around two special observances of Nation-wide interest and certain educational issues of vital concern at the present time.

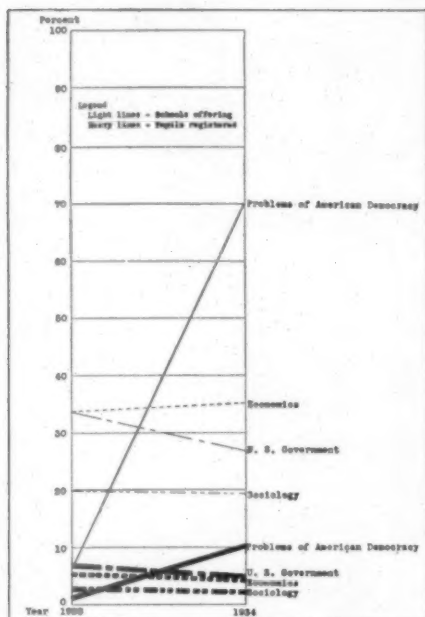
American Education Week is expected to be the final and most significant occasion of the Horace Mann Centennial. As indicated above, one day is given over especially to this celebration.

The topic, "Schools and the Constitution," is timely because the Constitutional Sesquicentennial will be in progress at that time and because of intense public interest in constitutional issues.

American Education Week is sponsored by the National Education Association in cooperation with the American Legion and the Office of Education.

Registrations in Social Studies

Text by Carl A. Jessen, Senior Specialist in Secondary Education. Table Prepared Under Direction of Lester B. Herlihy, Assistant Statistician



THE READER may be somewhat disturbed over the relatively small number of schools (less than one-third of the total as reported in the accompanying table) which offer courses in United States civics. One should hasten to explain, however, that these tabulations are for the last 4 years of high school. Thus the almost universal offering of civil government courses in the upper years of the elementary school and in the earlier years of the junior high school are excluded from this tabulation. Of even greater importance are the numerous courses in civil government which are fused into American history and government and into problems of American democracy. From the fact that 70 of every 100 schools in the United States offer full-year courses in American history and nearly half of the schools offer full-year courses in Problems of American democracy, it may be judged that civic information and civic ideals are taught much more often in fused courses than in courses labeled by some such name as civil government or United States government. The loss shown between 1928 and 1934 in the number of schools reporting separate courses in civil government is undoubtedly to be interpreted not as reduced emphasis on civic train-

ing, but as a different approach through combining civics with other subjects.

Important rise

A fact not shown in the table is that an important rise has taken place in the number of schools offering community civics. Data available in the Office of Education indicate a 25-percent increase between 1928 and 1934, with half of the high schools offering community civics to pupils in the last 4 years of high school during 1934.

The most significant increase in any subject treated in this series of articles has occurred in problems of American democracy. The first time registrations were reported for this subject was in 1928 when 1 in every 100 pupils was taking it and 6 in every 100 schools were offering it. In 1934 registrations had grown to 10 of every 100 pupils and offerings to 70 of every 100 schools. It will be seen that the relative increases were tenfold or over.

Substantial increases are shown in both sociology and economics. During the 6-year period the offerings have increased 19 and 27 percent, respectively, while percentages in registration increases have run to 45 and 51. It is worthy of note that these two subjects can show such large gains concomitantly with the enormous increases recorded by problems of American democracy which, as usually conceived, combines the fundamentals of civics, sociology, and economics by fusing these three subjects into one course.

American democracy first

Comparing the four subjects of the table as to relative status in 1934, one finds that problems of American democracy leads by a wide margin both in number of schools offering the subject and in number of pupils registered; in 1928 it was in fourth position in offerings and registrations. Fourth place is now held by sociology. Economics is in

second place in offerings and third place in registrations while United States Government is third in offerings and second in registrations. These relative positions both as regards offerings and registrations are shown in the accompanying graph, which exhibits also the positions of these four subjects for 1928.

American history first

The social studies field as a whole displays noticeable expansion between 1928 and 1934. Problems of American democracy and world history¹ are the principal gainers. Their rises have come about partly at the expense of other social studies, but except for 2-year courses in foreign history, the declines have not been prominent. American history still retains first place among the social studies but it is being pressed for leadership by problems of American democracy. It is significant that the two subjects noticeably in the lead both deal with our American institutions and that community civics, also a study of American governmental practices, vies with world history for third place.

¹ For data on history subjects see the article appearing in the April issue of SCHOOL LIFE.

Science next

THIS is the fourth in a series of articles on registrations in high-school subjects which started with a report in the February issue of SCHOOL LIFE. Articles on registrations in commercial subjects, mathematics, and history have already appeared; next month's article will be on registrations in science.

EDITOR.

Number of schools reporting, their enrollments, and registrations in social studies other than history, 1928 and 1934

State or outlying part		Total number of schools reporting and total enrollments				United States cities				Sociology				Economics				Problems of American democracy			
		1928		1934		1928		1934		1928		1934		1928		1934		1928		1934	
		Schools	Enrollments	Schools	Enrollments	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered
1		3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Continental United States.....		14,725	2,896,630	17,879	5,402,305	4,061	192,497	4,817	263,438	2,920	77,117	3,467	111,718	4,970	147,035	6,302	221,496	890	30,200	12,541	543,980
Alabama.....		189	31,205	274	66,317	72	2,178	26	941	63	1,533	30	726	57	1,225	25	743	7	153	31	3,514
Arizona.....		46	13,501	55	13,501	27	1,071	29	1,541	11	1,369	59	1,117	22	876	31	1,523	2	39	197	1,967
Arkansas.....		235	24,360	295	47,969	47	1,136	48	1,630	63	1,369	69	1,203	69	1,525	82	1,794	26	385	108	2,314
California.....		169	180,718	405	346,552	197	13,880	144	14,268	84	7,384	97	4,473	109	7,122	104	7,901	12	476	285	27,585
Colorado.....		89	32,948	217	58,870	52	1,319	40	1,467	53	3,345	76	1,768	54	1,472	88	2,278	4	82	112	3,726
Connecticut.....		89	35,664	98	77,206	19	1,065	11	1,269	10	286	6	251	32	1,077	44	3,155	10	661	75	11,141
Delaware.....		20	4,980	26	11,283	8	1,600	5	1,114	3	75	2	61	9	150	7	313	1	24	4	1,382
District of Columbia.....		16	13,836	24	30,673	8	573	4	338	3	75	2	61	5	443	41	1,490	1	15	29	2,943
Florida.....		153	30,216	176	56,446	50	2,490	51	2,498	29	693	23	583	23	620	65	1,595	1	19	204	5,813
Georgia.....		226	30,536	283	46,187	42	1,420	39	1,708	43	760	36	949	29	693	41	1,490	1	19	204	5,813
Idaho.....		140	18,872	138	27,578	44	994	38	1,893	74	1,405	73	2,257	83	1,481	84	2,317	28	468	104	3,309
Illinois.....		801	194,347	862	339,691	323	14,064	340	17,488	56	1,453	104	4,056	418	2,258	339	18,943	28	468	704	52,186
Indiana.....		617	101,522	649	173,438	364	10,104	277	9,741	109	4,094	146	4,094	318	3,766	333	11,349	5	178	282	15,952
Iowa.....		701	81,348	961	146,787	283	7,796	205	8,126	310	5,792	411	9,651	459	3,354	566	17,338	4	64	588	17,367
Kansas.....		574	70,789	565	105,804	335	9,478	241	11,064	207	4,143	227	4,826	212	3,354	227	5,130	3	206	356	7,774
Kentucky.....		401	34,214	480	68,925	89	1,896	90	3,069	85	1,328	95	2,216	88	1,401	110	2,847	28	468	357	8,514
Louisiana.....		269	26,057	297	46,505	82	2,437	90	2,555	2	155	7	167	11	553	10	579	1	37	210	7,010
Maine.....		168	19,094	194	31,009	36	1,289	30	1,186	6	155	7	167	28	708	36	1,339	1	37	110	4,358
Maryland.....		138	27,852	169	70,818	42	2,904	18	2,053	10	224	10	185	14	408	13	553	27	809	215	9,852
Massachusetts.....		283	118,662	438	246,046	66	4,532	57	7,366	7	384	10	410	10	408	121	7,059	13	620	146	19,596
Michigan.....		556	123,259	605	254,227	195	6,812	292	14,269	79	2,713	73	2,784	255	6,540	316	14,856	8	195	182	11,463
Minnesota.....		473	79,639	545	147,314	155	3,859	32	3,859	156	4,928	95	3,477	95	3,717	109	5,851	3	63	651	522
Mississippi.....		260	10,735	297	30,935	80	1,182	100	1,701	10	134	13	235	129	1,878	153	2,885	3	63	192	4,187
Missouri.....		675	82,069	592	111,774	130	4,181	82	4,979	90	2,323	84	3,169	84	2,319	70	3,593	116	3,324	564	18,487
Montana.....		158	17,843	162	26,773	70	1,662	41	1,181	90	1,417	83	1,862	92	1,407	87	1,940	16	334	127	4,000
Nebraska.....		159	69,909	504	69,909	169	3,565	186	5,134	54	1,247	134	3,362	97	2,440	135	3,234	14	328	354	10,734
Nevada.....		429	47,632	504	69,909	169	3,565	186	5,134	54	1,247	134	3,362	97	2,440	135	3,234	14	328	354	10,734
New Hampshire.....		112	13,368	104	24,538	24	2,164	9	320	6	46	6	236	3	27	7	216	2	57	39	1,430
New Jersey.....		172	91,362	212	203,089	23	2,200	24	2,283	8	512	61	1,604	37	967	53	2,136	40	4,832	211	31,470
New Mexico.....		78	7,613	105	14,028	30	2,200	29	2,283	21	304	35	599	19	271	44	921	921	921	78	1,430
New York.....		712	363,470	784	531,134	83	4,770	179	12,422	6	831	12	876	182	24,750	217	7,176	4	190	419	25,554
North Carolina.....		471	55,784	451	89,685	83	2,623	49	2,300	5	166	38	1,101	23	598	50	1,562	94	1,361	393	15,503
North Dakota.....		324	17,048	487	33,734	96	1,473	67	1,808	70	935	48	1,118	77	1,215	64	1,664	48	48	530	9,231
Ohio.....		824	176,729	1,235	412,074	365	16,293	365	24,795	245	6,910	93	13,463	287	7,433	369	16,187	48	48	655	27,631
Oklahoma.....		417	49,845	417	105,643	92	2,415	56	1,755	149	2,750	96	2,382	119	2,697	109	2,382	19	405	663	16,512
Oregon.....		196	33,593	225	50,635	95	5,094	88	5,744	58	855	101	3,141	80	1,389	103	2,582	4	54	159	9,370
Pennsylvania.....		884	214,308	998	494,715	382	23,929	350	28,990	93	5,346	3	2,282	58	9,911	161	11,311	167	8,096	807	33,438
Rhode Island.....		18	12,799	37	36,424	7	1,936	42	1,936	1	26	11	338	28	325	71	1,688	1	21	8	657
South Carolina.....		121	14,377	185	31,742	41	901	22	1,008	1	26	11	338	28	325	71	1,688	1	21	8	657
South Dakota.....		252	21,399	298	32,447	119	2,408	106	3,072	133	2,346	152	2,964	150	1,969	174	3,568	1	40	208	5,183
Tennessee.....		288	30,600	360	62,090	77	2,144	49	1,381	18	59	36	166	67	1,397	171	3,759	1	40	376	10,749
Texas.....		463	88,820	798	193,716	363	14,571	363	14,571	18	1,257	36	809	168	4,731	372	9,516	4	110	211	14,423
Utah.....		63	13,369	89	39,696	11	1,247	23	1,324	26	1,217	48	3,124	22	1,181	40	3,194	1	35	30	6,225
Vermont.....		69	8,607	77	13,852	3	74	7	74	7	211	3	86	14	180	23	346	1	35	15	1,003
Virginia.....		285	39,394	363	81,417	104	3,717	198	8,221	27	664	18	638	19	460	41	1,390	24	904	371	12,769
Washington.....		282	59,833	309	106,915	94	3,782	136	8,714	78	2,106	143	4,683	114	2,964	146	5,707	4	110	211	14,423
West Virginia.....		202	27,680	257	71,255	52	2,137	45	2,131	73	1,981	12	1,511	64	1,895	125	4,888	7	308	81	6,225
Wisconsin.....		360	76,618	492	148,823	74	3,698	74	6,040	158	2,699	225	7,168	226	4,897	286	8,397	5	233	408	19,115
Wyoming.....		69	7,747	74	13,722	16	3,560	21	6,72	19	2,344	33	7,845	21	4,826	30	6,626	1	8	42	1,335
Outlying parts of the United States		11	265	13	1,062	2	36	1	17	1	8	3	39	3	28	4	34	.....	.....	8	135
Alaska.....		2	192	2	967	1	40	.....	.....	1	24	.....	.....	2	59	1	15	.....	.....	2	200
American Samoa.....		17	2,839	20	16,226	3	74	3	1,188	2	126	1	237	1	32	.....	.....	.....	.....	6	680
Guam.....		17	2,363	102	51,185	5	1,128	7	4,172	1	19	1	19	13	1,612	.....	.....	.....	.....	.....	.....
Philippine Islands.....		17	1,604	23	7,590	8	396	14	373	1	10	9	171	1	64	.....	.....	.....	.....	.....	.....
Puerto Rico.....		2	16	1	319	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virgin Islands.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Educational News



In Public Schools

New Building Manual

The Oregon State Department of Public Instruction recently issued a "Manual on the Construction and Care of School Buildings." The Manual was prepared by Troy D. Walker, high-school principal, Baker, Oreg., and by D. A. Emerson and V. D. Bain of the State Department of Education, Salem.

Orientation Committee Reports

The committee on the orientation of secondary education, appointed by the department of secondary school principals in 1932, with Thomas H. Briggs of Teachers College, Columbia University, as chairman, has issued a report on Functions of Secondary Education. This is the second report of the committee, the first entitled Issues in Secondary Education having been released a year ago.

Living and Learning

The New Orleans, La., superintendent of schools has recently issued a publication, "Living and Learning," which is a photographic survey of trends in education in the schools of that city. Such activities are depicted as "Working together in a democracy"; "Practicing the rules of health and hygiene"; "Developing desirable interests for the enjoyment

of leisure"; "Preparing for the world's work"; "Serving the community"; and "Becoming good neighbors."

Educational Costs

The educational costs survey commission of Pennsylvania, created by the 1935 legislature to study the present cost and functioning of the school system to collate the results of studies made by private research agencies, has completed a summary of its activities. A summary of recommendations taken from the report appears in the March issue of Public Education, the monthly Bulletin of the Department of Public Instruction.

Rural Libraries Grow

The State department of public instruction of Nebraska expresses in the Nebraska Educational Journal appreciation of the splendid rural library project sponsored by the American Association of University Women. From reports received in January 1937, from eight branches in the State it was found that more than 2,680 books and 10,701 magazines had been collected for the use of rural communities. These books and magazines are sent out to rural communities needing literature and are passed on and on from one community to another.

Kansas Plans

The Kansas State Department of Public Instruction announces in the Kansas Teacher for March 1937, that this summer a central committee will go to the curriculum laboratory at George Peabody College to prepare materials for use in next year's work. They will prepare five or six hundred pages of mimeographed material in small bulletins which will deal with suggestions for introducing in units of work educational experiences not yet offered by the Kansas course of study and which the study groups are agreed upon need to be emphasized; such, for example, as material for studying natural resources, various phases of consumer education, and safety.

6-4-4 Superior

The 6-4-4 plan of school organization at Pasadena, Calif., was originally undertaken as an experiment. "It is time now," according to the Pasadena School Review, "to recognize that the period of

experimentation is over. The 4-year unit, on both the junior-high-school and the junior-college levels, has demonstrated a superiority over all the other forms of organization previously in existence. In the course of the secondary school history of Pasadena, there have been tried the traditional 4-year high school embracing grades 9 to 12, inclusive, and 3-year junior high school followed by the 3-year senior high school, and this in turn by an independent 2-year junior college. There can be no question but that the 4-year junior college as now organized in Pasadena has demonstrated a decided superiority over these other forms."

W. S. DEFFENBAUGH



In Colleges

Curriculum Liberalized

A revision of the curriculum liberalizing the requirements for the bachelor of arts degree at Brown University was recently announced. The revised program is the most significant change in the requirements for the A. B. degree at Brown since 1920.

The university will set up an enlarged and improved system of educational guidance, and emphasize the value of a lively interest in intellectual pursuits of the student's own choice.

Essentials of the plan are (1) provision for meeting basic requirements either independently or through college courses in English and foreign language, to be tested by proficiency rather than by accumulation of credits; (2) a minimum requirement of acquaintanceship with four broad fields of knowledge, special courses being provided in five groups—the physical sciences, biological sciences, social science, literature and other arts, and mathematics and philosophy; (3) an outline by the student himself, at the close of his freshman year, of what he conceives to be a coherent program for his last 3 years.

"We are frankly recognizing the increasing diversity of opportunity and of personal interests. It is, therefore, impossible to carry every student through the whole origin of modern knowledge and it



Courtesy Living and Learning

is unwise to limit the program of the individual student by attempting to teach all students the same thing.

"In the second place, inasmuch as the period devoted to college is the time of transition from youth and tutelage to adulthood, the undergraduate curriculum should stimulate his maturing interests and encourage him to appreciate freedom and understand the responsibility which is correlative to freedom," says the announcement.

New Group Majors

The University of Kansas is considering proposals for the offering of group majors in biological, physical, and social sciences, instead of the customary departmental major. Under present college regulations each sophomore chooses one of the 22 departments in which he will do from 20 to 40 of the 124 credit hours required for graduation. Under the proposed group majors, the student would distribute his work through several related departments as, for example, botany, entomology, zoology, bacteriology, and physiology; or chemistry, geology, mathematics, and physics in the physical science group; or history, economics, political science, and sociology in the social-science group.

The Humanities Lose

At Harvard the decided shift of student interest in the past few years toward the social sciences at the expense of courses in arts and letters, is termed unfortunate. Under this trend, the proportion of the student body concentrating in arts and letters has dropped from 42.4 percent in 1926, and 37.0 percent in 1931, to 30.1 percent last year. At the same time the proportion of students majoring in the social sciences has increased from 32.0 percent to 42.9 percent of the student body. President Conant has said, "If continued in the same direction at the same rate for another decade, this trend might well prove disastrous."

Exchange Students

Selection is being made of the Pennsylvania State College students who will attend Lingnan University, in Canton, China, next year under an exchange agreement made with that institution several years ago. Only freshmen and sophomores with a high average and superior character are considered for the scholarships.

Popular Chapel Services

Duke University has inaugurated a new deal in week-day chapel services. In recent years attendance has been voluntary and 48 percent of the students never at-

tend services. For 6 weeks the mid-day services are to be in charge of a faculty-student committee. Two students will speak in chapel each month; one program will be completely musical each month; students will preside when faculty members speak and faculty members will preside when students speak. The first service at which a student spoke was attended by 400, in comparison with the average attendance of 43 persons.

Sigma Xi at Oregon

The seventy-second chapter of Sigma Xi, national professional society in science, was recently granted to Oregon State College, recognizing the college as a major research center in pure and applied science. There are 88 active and associate members of the society on the campus at the present time.

President Praised

When Mary E. Woolley recently received the honorary degree of doctor of law from the University of Chicago, she was described as "a woman who for nearly 40 years has given leadership and wise counsel to every important movement to open new paths of opportunity to the women of her own and other countries."

"As president of Mount Holyoke College, the first institution founded for the higher education of women, she brought the pioneer spirit of Mary Lyon into the changing women's world of the twentieth century. A small college in the western hills of Massachusetts—an old college celebrating its centenary this year—became, under her vigorous administration, a progressive center of liberal thinking that spelled new and wider opportunities for women in a world where many doors were closed against them."

Another Modern Library

Work on the new \$100,000 library at St. Bonaventure College, St. Bonaventure, N. Y., the gift of friends, will commence soon. This much-needed addition to the college, made necessary by the fires of past years, will be modern in every respect, and will include some of the latest facilities for the storing, preserving, reproducing, and circulation of books. Research students will have special facilities for the use of manuscripts, incunabula, and other rare books.

Law School Recognized

Detroit City Law School became the Wayne University Law School by resolution of the board of education passed in March. Recognition of the law school as accredited by the American Bar Association was announced in January.

Hampton Institute Expands

Beginning June 15, Hampton Institute will offer work for Negro teachers in service: 11 nine-week courses on the graduate level; 22 nine-week courses for students working toward the bachelor of science degree, with vocational emphasis upon elementary, secondary, home-economics, and trade teaching; and 38 six-week courses for students working toward the 2-year teaching certificate. The 6- and 9-week terms will be concurrent. Last year the Hampton summer enrollment was 565, including 76 in the graduate group. These men and women came from 18 States, the District of Columbia, and the British West Indies.

Labor and Learning

On June 14 to 17, labor leaders throughout New Jersey will attend the Seventh Annual Institute of Labor at New Brunswick, sponsored by Rutgers University in cooperation with the New Jersey Federation of Labor and the Workers Education Bureau of America. Emphasis will be placed upon economic problems of the day as they affect labor.

Guidance Leaders Confer

Under the auspices of Syracuse University and the State Education Department, the second annual State-wide conference on Vocational and Educational Guidance will be held at Syracuse on July 23 and 24, 1937, to provide an opportunity for counselors, teachers, school administrators, and others to discuss the adjustment problems of youth. Outstanding national leaders will participate in the program for 1937. The discussions will center around the problems of guidance in the secondary school and the services of other community agencies.

WALTER J. GREENLEAF



In Educational Research

Textbook Selection

Gertrude Whipple has made a comprehensive study of the procedures used by schools in selecting school books for grades 4 to 6, inclusive. The study was made through what the author calls the correspondence-verification technique, which involves contacting the reporting person twice in order to get a more accurate picture of the situation. The result of this procedure incidentally throws light upon the validity of questionnaire returns in general.

The investigation resolved itself into the following points: (a) organization in

schools for the selection of books, (b) methods for the analysis of the books—methods for obtaining book samples and the items used in evaluation of the books, and (c) the procedures used in State textbook adoptions. This study is published by the University of Chicago Press under the title *Procedures Used in Selecting School Books*.

Scholarships and Success

One problem which universities face more or less continuously is the selection of superior students to determine eligibility for scholarship funds and many types of loans. One method of approach to this problem is that used by Edward A. Wight in a study called *Financial Assistance to Students in the University of Chicago*, published by the University of Chicago Libraries.

This study compares the careers of former students of the University of Chicago who had financial assistance in college with former students who did not receive such assistance. Comparisons were made on the basis of higher degrees earned, annual earned income, listing in *Who's Who in America*, and (for science graduates) listing in *American Men of Science*. This is one method of evaluating the selection of superior students which has not been used heretofore.

Practice and Rewards

School Learning with Various Methods of Practice and Rewards is the title of a report made by George Forlano, published by the Bureau of Publications, Teachers College, Columbia University. It reports experimental investigation of two learning problems. One is the relative value of recitation and individual study. Forlano finds that recitation is more efficient as a learning procedure than individual study alone. In this he comes to the same conclusion as Arthur I. Gates did in his original study of this subject. The other problem is the increased efficiency when success is rewarded. Forlano's contribution in these two problems lies in his adaptation of the experimental attack to the classroom situation verifying facts already fairly well established in the laboratory situation. The report is therefore of immediate importance to educators.

What They Really Like

Evangeline C. Malchow has made a fairly extensive investigation of the free reading interests of junior high school pupils. She found that boys are more interested (in order of importance) in (1) stories of animals, (2) variety and number of adventures, (3) tales of boys and girls who find themselves in mischief and

trouble, (4) stories which introduce new places, people, and customs, (5) books about war and fighting, and (6) stories about real boys. Girls are interested in (1) stories of mystery, (2) accounts of home life and family relationships, (3) stories of everyday life in affairs that are true to life, (4) variety and number of adventures, (5) tales of boys and girls who find themselves in mischief and trouble, and (6) humorous predicaments and pranks. Qualities which boys and girls like to see in their heroes and other qualities regarding books are listed. The investigation is reported in the March 1937 number of *The School Review* as "Reading Interests of Junior High School Pupils."

Praise or Blame?

You need blame an introvert child just half as much as an extrovert child in order to get the same increased efficiency in work. However, praise does not have this differentiating result—extroverts and introverts respond with the same reaction. These interesting conclusions are heralded by George Forlano and Hyman C. Axelrod in the article *The Effect of Repeated Praise or Blame on the Performance of Introverts and Extroverts* in the *Journal of Educational Psychology* for March 1937. That this result may be borne out by other studies seems logical to the writer of this column, since introverts are more sensitive to what others say and tend to look on the dark side of things; thus they react extremely to blame because their pessimism would increase the reaction, whereas they will not tend to react in an extreme manner to praise because of the dampening pessimism.

The long-time effect of blame and praise on introverts and extroverts should probably be investigated before drawing conclusions for school practice. However, this research does point toward a differential treatment of children with different personalities.

Testing Practices Studied

The American Council on Education's new "Studies" has been inaugurated with a survey of the need of redirecting research in the testing field. This first number, Series I, Vol. I, No. 1, is called "The Testing Movement" and is a report on present practices and desirable developments in the construction and use of tests. The committee called attention to the need for comparable tests in the regular subject fields and for the study of aptitudes, attitudes, habits, traits, and emotions.

DAVID SEGEL



In Other Countries

World Education Conference

The Seventh World Education Conference will be held in Tokyo, Japan, August 2 to 7, 1937, under the auspices of the World Federation of Education Associations. The conference is being arranged by the Japanese Education Association, and scholars and educators from all countries are invited to attend. The program provides for 18 different sections dealing with various phases of education, and a general section where lectures will be delivered by outstanding authorities.

In addition to the conference, a program of visits to national shrines and to various ceremonies has been arranged. Most of the Pacific steamship lines are offering reduced rates and delegates will have the advantage of lower prices for living accommodations in Japan. Information may be obtained from the World Federation of Education Associations, 1201 Sixteenth Street, N.W., Washington, D. C., or from the president of the Japanese Education Association, Tokyo, Japan.

Inter-American Leaders Meet

The Third Inter-American Conference on education will be held in Mexico City from August 22 to 29, 1937. Invitations to attend are now being issued by the Secretariat of Public Education of Mexico, under whose auspices the conference will be held.

Exposition Draws Conferences

No fewer than 65 international meetings are scheduled to be held in Paris this summer in connection with the International Exposition. Among those which will probably appeal to educators are:

The International Congress of Secondary Education.....	July 18-20
The Congress of the International Federation of Teachers of Modern Languages....	July 16-28
The International Week of Primary Instruction and Popular Education.....	July 23-29
The International Conference of Higher Education.....	July 26-28
The International Congress of Design and Applied Arts.....	July 30-August 5
The Second International Congress of Mental Hygiene.....	July 19-23
The International Congress of Child Psychiatry.....	July 21-28

Madrid Meeting Shifted

The Eleventh International Congress of Psychology will be held in Paris, July 25 to 31, 1937. This meeting was to have been in Madrid in September 1936,

but because of difficulties in Spain a postponement was arranged. Requests for information should be addressed to the Secretariat General, Rue des Ecoles, Paris, France.

JAMES F. ABEL



In Other Government Agencies

National Youth Administration

Quoddy Village

Resumption of plans for the establishment of a resident work and training project at Quoddy Village, Maine, by the National Youth Administration has been announced by Aubrey Williams, executive director.

Preparations are being made for the accommodation of approximately 1,000 boys and young men between 18 and 25, drawn principally from NYA rolls in New England, beginning June 1. They will be assigned for terms of about 3 months each, working out their subsistence and a small cash stipend on projects affording preliminary job training in various crafts and trades, according to announcement.

Camps for women

EIGHTEEN NYA CAMPS for unemployed women are now in operation in 15 States with a total enrollment of approximately



A typical group of girls enrolled in an NYA camp.

1,200 girls and young women, according to Dorothea de Schweinitz, program director.

Six additional units are in process of organization to be located in South Dakota, Mississippi (in cooperation with Alabama), New York (New York City),

West Virginia, Ohio, and Pennsylvania.

To be eligible for camp enrollment applicants must be between 18 and 25 years old and come from families certified as in need of assistance.

MARGARET F. RYAN

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